

# Utah Effective Teaching Standards – Draft 1 Comments

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## Standard 1: "I like..."

1	This is a great comprehensive overview of students as individuals and the importance of that individuality and connection to learning. Bravo
2	The focus on student needs and relationships!
3	Simple yet concise. Easily understood.
4	The focus on SEL targets, student inclusion and the emphasis on creating a collective classroom culture
5	I like that the wording focuses on teacher/student relationships. I also like that the teacher is the decision maker based on their expertise.
6	The broad category with descriptions of the elements underneath.
7	I like the use of differentiation in element 1!
8	I do not like the language that defines teachers and students as "learning partners". Teachers are the instructional leaders of their classrooms and they are responsible for the learning that happens (or doesn't happen). They are not "learning partners". I also don't agree that students are responsible for "designing and assessing their own learning". Progressive educational initiatives don't work. Professional educators are better equipped to design and assess learning than children.
9	Elements 1, 2, 3, 5
10	That relationships has a bigger emphasis on this than in the past. I think understanding students is a big deal when it comes to teaching our students.
11	I like Elements 1-5. Actually love them and this is a refreshing shift away from a focus on straight discipline/classroom mgmt or just academics. It is shifting the lens to a student centered lens based on individual strengths and interests. This aligns with Daniellson's Framework for Teaching where distinguished teachers demonstrate an ability to look at individual students. I like it shifts the role not just as teacher, but also a coach that empowers individuals to learn and grow.
12	I think the statements "sound" wonderfully accepting, and the thought of the students empowering themselves which relinquishes teachers from that point of control is a great idea. I hope the classes will be small enough for the teachers to get this done.
13	I like that Element 4 suggests that students need to learn to critique their own learning by asking themselves if they met the success criteria.
14	The clarity of each element but they still can apply to all students and situations.
15	that teachers are expected to have a personal connection with their students to more effectively teach them.
16	-breakdown of elements is good. -I really like that one element takes care of one construct.
17	I like that in Element 5 the evidence of teacher effectiveness is observed in what the students are doing. Most often the best evidence.
18	-This is student-centered and encourages teachers to affirm students
19	I like the standards that focus on making students more aware of their own learning and giving students ownership of their learning. I think the positive and authentic relationship standard is so important. Please keep this one. I think this shows it is important to have this as part of a teacher's mindset. I appreciate that the diversity one includes experiences along with identity and gives a space for trauma to be part of that. Background knowledge is an important part of learning, so thank you for including that.
20	The focus on building student agency.

April 2022

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21	The positioning learning as a partnership/community endeavor where students are actively involved The focus on valuing diversity and identifying and building upon student assets
22	I like so much about this standard. I believe that the most important thing for teachers to do in their classrooms is to establish a relationship of trust and respect with their students, and that they can't do that unless they value each student as an individual and respect everyone's diversity. Only by doing this, can they create a safe learning environment for all students and individualize the learning process based on each student's needs.
23	You've covered all the most important skills here.
24	How detailed an specific the elements are
25	I like the focus on developing the whole student. I like the focus on developing appropriate relationships with students.
26	Element 3's language and intent.
27	Element 2 - Build relationships so important!
28	Less words! When you make an evaluation form for these standards please also use less words. I love what I am seeing so far!  I like that this says we value the diversity of gender identity and sexual orientation, along with the other things listed. Thank you!
29	The simplicity and impact of 2
30	I like element 2 on building and nurturing student relationships within the classroom.
31	they all seem like important parts of teaching
32	1.3. This might have been the best element in all UETS elements, to give consideration to the equity, diversity, and inclusion theme of the educational field.
33	The reminder that each of our students, with all of their unique backgrounds and stories, are vital to the success of our classroom. Teaching and learning are most successful when they are adapted to students unique needs.
34	I like the emphasis on the teacher creating an environment that teaches skills, sets criteria, and helps establishes objectives in creating a learning driven mentality among students.
35	I like how most of the criteria are straightforward and broad enough to cover various grade levels.
36	I appreciate the emphasis make learning personal based on a number of factors, including all of those listed in Element 3.
37	The standard focuses on the partnership between the teacher and student. Teacher guidance and student responsibility seem to be important. Students and teachers working together is the key here.
38	I am teaching (kindergarten) and I like the first 4 elements. Element 1 and 2 being the ones I would use the most. I feel it is so important to create an environment and relationship with these little students that will give them the desire to learn and want to come to school.
39	the ideas and the overall goal
40	I like that the elements revolve around developing students where they are at. It is focused on a partnership between the teacher and students.
41	The focus on diversity and inclusion that a teacher must foster to be effective.
42	I like element 5 it goes well with SLO's which should replace all state wide testing!
43	I think all of these elements are really good and well stated.
44	Appreciate the inclusion of student identities.

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45	I really like how we are seeing the students as an individual and not as part of the group. Each student comes with their own needs.
46	Well thought out!
47	I like Element 3 and 4 encouraging diversity and self-awareness.
48	I like the inclusion of gender identity and sexual orientation.
49	That you are focusing on the unique needs of the individual in the educational setting.
50	Element 1,2, 4
51	The progression of the standard 1. the student, 2. The teacher building a relationship, 3. Value identities and diversity, 4. Student getting the Ah-ha moment, 5 Finally followed and connected to previous and upcoming individualized learning.
52	Standard 1 "dispositions" is an appropriate word usage.
53	Universal Design, Connecting to school, creating support, learning to learn through project based learning.
54	I like the standards but number 4 is a little bit confusing
55	I like how these standards address the importance of relationships and trauma informed teaching.
56	I like the personalized and individualized nature of these standards.
57	I like the first 4 elements
58	I like the elements.
59	I think the overarching principle here is good. We want teachers that value every student.
60	the emphasis on positive relationships and helping students understand themselves as learners. My favorite part is Element 3 and the focus on diversity.
61	I love that part of Element 3 looks at the whole child.
62	I like the emphasis on valuing diversity and seeing students characteristics as assets.
63	I like how these are important and simple.
64	Holiness is good, filth is bad.
65	Element 2
66	Students being involved in their goals.
67	the efforts to simplify and reduce the overload of things to look at and collect evidence on. Less is more and focusing on what's most important is key.
68	I like these.
69	Students are involved in the learning process. Teachers are building positive and authentic relationships with students- Making connections.
70	definition for element 1.
71	I like the move to value and recognize diversity of identities. I also like focusing on building relationships and developing self-awareness
72	I like that they have been grouped together into sub categories called 'elements'
73	1. "identified goals" is a great way to make sure that teachers are emphasizing the standards they are primarily assessing. 2. I like that we are aiming to help students build positive relationships with each other. 3. Makes sure teachers are making room for all perspectives on the content! 4. Helping students develop self awareness in education is always going to be something I advocate for. I

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	think good teachers make sure students understand why they receive the grades they receive. 5. I think we forget as teachers to check for background knowledge because we do a lot of assuming. I like the idea of implementing checking for background knowledge in specific units and classes so students feel like they are bringing something to the table.
74	I like the ideas behind these standards. We definitely want each student to grow and develop these critical skills and abilities.
75	Element 3 - Teacher understands & meet students where they are. Element 4 - Student understands how they learn, etc.
76	I like element 2 about building positive relationships between teacher and students and between students.
77	I like everything about this. Especially Elements 2-4.
78	Building relationships as part of the evaluation.
79	I like them, Clean and easy to understand
80	the flexibility of teaching and developing relationships.
81	Element 2 - authentic relationships Element 3 - exposure to trauma and recognizing that as part of a student's experience
82	Standard 1 and agree with all of the elements in theory.
83	I like that Builds relationships is one of the first items.
84	I like all 5 elements. I think they are clearly written and are clear of what is expected from me as an educator.
85	The emphasis on teachers viewing students as people and building important relationships as a basis for high quality education.
86	Wow- I am blown away by this standard. This is true equity!
87	That is stresses individual learning.
88	All but Element 3
89	very individualized, relationship based, student focused
90	Taking individual needs of learners into account.
91	All these ideas.
92	Element 4 and the idea that teachers will help students understand their best learning styles.
93	The emphasis of different experiences and identities in Element 3.
94	Great
95	That gender identity, race and diversity are included.
96	That this standard is clear and straightforward. That it focuses on developing relationships with students rather than focusing on "grades".
97	The ideas and goals behind the elements.
98	Element#1
99	In Element 2, I like the emphasis on positive relationships and the phrasing that students and teachers are learning partners.
100	I like that teachers understand that each child may have a unique learning style. I don't like the idea of teachers building a "relationship" as I believe there should be a clear delineation in recognizing that the teacher is a person of authority and the child does not have equal authority in pushing their will in the

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	classroom. I also do not like opening the door to recognizing that a child can be anything other than the gender they were born as. Enabling that kind of misinformation is harmful and deceptive.
101	That this is realistic and inclusive.
102	-the idea of the teacher guiding & supporting students to understand how they learn
103	I like all of them, especially Element 3 because it has a positive learning impact on students to feel acknowledged and welcomed into the classroom.
104	Building relationships
105	The recognition and appreciation of diversity in all students as well as the move toward teachers as facilitators of personalized learning.
106	All of these elements make sense under the learner and learning section.
107	This feels a lot more inclusive of student background and experience. I love the integration of SEL skills (self-awareness, building relationships, etc.)
108	I like the student centric goals and the focus on inclusion.
109	The idea that students will be self motivated and working on what they interested in.
110	that sexual orientation is mentioned.
111	Nothing - these are all more about social feel goods than actual KNOWLEDGE and LEARNING.
112	The focus on diversity, background knowledge, individual learning and student designed assessment.
113	I like the focus on diversity and building relationships.
114	I like that you are encouraging teachers to embrace the unique background of each student.
115	That background learning is being connected to me learning.
116	1, 2, 4, and 5
117	On the surface it looks good
118	The break down of elements and especially support elements 1 and 3 the most.
119	I like that you're actually thinking about the student for a change. Do you have any idea how long it's been since laws or support systems have been put into place that put the student first and not the education association bullying agenda?
120	That good teachers already do this and don't need anyone telling them to do it.
121	The collaboration!! The freedom to recognize that there many ways to asses for learning.
122	Relationship building
123	I like all the standards and as a teacher can see the necessity of each standard. I would not change any of these standards.
124	Love the ability to be creative!
125	The emphasis on relationships.
126	I love element 3. I think that students can bring so much to their classroom with their backgrounds and accessing that can strengthen what you do in the classroom.
127	I like that there is more flexibility in skill practice and assessment based on student needs and competency.
128	I like the options and the desire for better learning.
129	Element 3 needs to be removed. The teacher and school district doesn't need to be involved in any of those issues.

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130	That emphasis is being placed on the individual student. (Their needs and abilities). And tailoring education to each student
131	All the elements because these ARE the criteria you want to see in any teacher.
132	Element 1: The focus on allowing the students to have learning opportunities that are based on individual needs and skill sets.
133	Acknowledgement of diversity and benefits of diversity.
134	Relationships are key for motivating kids to learn.
135	I like how student centered this standard seems to be.
136	the emphasis on relationships and individual experiences as a learner.
137	the elements
138	I really like that learners are not exclusively students, that learning is a partnership. I believe this recognizes that learning is a two-way process. Both "teachers" and "students" are learners growing in a connected way.
139	I like these, particularly number 3.
140	I like all these Elements. I try to take all of them into account when I design my instruction.
141	teachers building relationships and personalized learning
142	All of them.
143	I like that this is so relationship centered. If students don't like their teacher, it is much harder to learn from them. These really connect to the way we teach at our school.
144	everything.
145	It focuses on the teachers meeting the needs of their students.
146	I like these words on paper. These are admirable aims.
147	Most everything
148	That educators obtain a degree and teaching license.
149	I like teachers being involved with and having individual relationships with their students. I love the idea of students being accountable for their own learning.
150	I like all elements but #3.
151	I like the ideas that are portrayed here.
152	How simple and short the explanations are. It makes the standards and elements very easy to understand so teachers can focus on implementing them rather than understanding them.
153	I like that the first standard is learner-focused. It puts the emphasis in the right place. The 5 elements of standard 1 are great indicators of effective teaching. I like how all 5 of them are phrased. I also like the use of the "oxford comma!"
154	I like 1,2,4,5 It is about the students learning and with help from the teachers , it can recognize how each student learns and retains information.
155	I like that we are putting emphasis on working with students to create their learning experiences together in element 5.
156	I like the element of building relationships with teacher and other students. In an ever-changing world this is critical for the success of a teacher.
157	the breakdown of elements in this section that focus on the students

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158	Student-centered language
159	That they elements are simplified
160	I like all of these standards and think they are essential for student learning.
161	I like that students can participate in designing and assessing their own learning.
162	I like that this is rooted in a culturally sustaining pedagogy.
163	I like that this pretends teachers have their mental health counseling licenses and psychology training. I do not like that it guides teachers away from doing what they are paid to do- which is teach, based on factual information.
164	Element 1, element 2 and element 5.
165	...that it's not any longer.
166	1-4
167	None of this!
168	I like how this element builds towards responsibility of the learner, while addressing responsibility of the teacher in the learning process.
169	#1-4 seem like things any good teacher would do.
170	element 1
171	This is great, i love the student centeredness this brings to teaching. With technology being able to do so much of the instruction and feedback piece and that just becoming more prevalent, I think it is great that this shows teachers need to focus more relationally with students and developing some lifelong learner habits with them.
172	Elements 1, 2, 4, 5.
173	All of it!
174	1,2,4,5,
175	Element 3 includes people of all kinds
176	I love that element 5 specifically articulates the need for new connect to be built upon background knowledge. I like that building relationships is a specific component. This requires teachers to consider the whole child, and can no longer fall back on the attitude of, "I am here to teach academics."
177	clear
178	Exhibiting dispositions that demonstrate sensitivity toward individualities. Allow access for practice based on unique learning needs and demonstrate competency based on [individual] goals. Authentic relationships. learning partners. developing similar relationships w/one another. Understanding of themselves as learners.
179	Not one thing. Our teachers do not have time to give this kind of individual assessing and developing specialized educational plans(i.e. IEP)for every student in their classes.
180	Teacher develops relationship with students and ALSO helps students develop good relationships.
181	Building relationships is such an important part of education.
182	I LOVE that Element 3 includes a specific list of areas of diversity. I love that gender identity and sexual orientation are listed here with all of the other areas of diversity. This is an important part of being a teacher and helping students succeed.

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183	<p>Phrases: "identified goals", "learning partners", "supports students developing similar relationships with each other" "participate in designing and assessing their own learning"</p> <p>I think these phrases emphasize the idea of tribalism, community, and even self-directed learning with a purpose. I am a big proponent for any mindset that embraces collective efficacy as well as ownership of one's learning path.</p>
184	The focus on components of PCBL.
185	The emphasis on establishing and assessing success criteria, the recognition of diversity, connecting background knowledge, authentic relationships.
186	I like the student centered nature of this standard and its focus meeting students where they are at. I also like the inclusivity of ability, background, and SES. Finally, I like the explicit and implicit focus on the importance of building positive relationships with students.
187	Skills and dispositions, love the relationships element 2,
188	Supporting students in developing positive relationships.
189	Postive partnerships.
190	I like that learning is to be personalized to a student's individual needs.
191	The 5 elements are great. The personalized aspect is important.
192	I appreciate the use of asset based language and lens
193	Element 2 as building relationships fosters a unique environment in class that allows better personalized learning and values student experiences.
194	Design for Learner Needs is good. This should mean to adapt learning to their level and capability.
195	Element 3: I believe it is important to recognize diversity. I like that the standard recognizes ethnicity over race as it is a better measure of a person's culture than their inherited physical characteristics. I have no problem including disability, accounting for my students spoken languages, and family background in my classroom.
196	Element 1,2,4,and 5
197	I like how it suggests building a positive relationship with student. But it needs to add parental relationship too. Patents relationship should be upheld above the teachers.
198	All but #3. I need to see for ONCE a list of student standards in relation to respect for the teacher.
199	I DO NOT like any of this! Wow - unreal what is being focused on as okay in the teaching environment.
200	Standards reflect that learning is partnership
201	the elements and descriptors
202	Element I is good in theory. However our public education system is not designed to facilitate this. Especially when teachers are bogged down by all the state and school mandated "must do's."
203	Element 1, 2, 4 and Element 5. How will this be measured?
204	<p>Having fewer standards. Some of the previous ones were redundant.</p> <p>Student identities?? seriously..</p> <p>Element 5: WHY would I want a student to design their own learning? They are not qualified to do that! Having them aware of learning goals and helping to track their own progress is very helpful and valuable, but having them design it is a BAD idea.</p>

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205	I love hope this standard brings attention to students learning about themselves and learning how they can take responsibility for their learning. I appreciate how they can learn effective strategies for assessing their growth.
206	This standard covers valuing each individual student, and gives the educator specific examples of how to ensure that each student is represented during instruction.
207	I like how the phraseology is more student centered.
208	The personalized component.
209	I like the addition of building relationships.
210	Love where you acknowledge that all students have assets and values to bring to the classroom. All students are different, and what works for one, May be the worst thing for another.
211	I like the first two elements, and I think they will be easy to see in a classroom observation.
212	personalized learning because it's targeted. I also like the idea of identifying assets and focusing on the strengths students bring to the classroom.
213	Focus on student ownership of their learning, Asset based thinking, partnership between teachers and students
214	Element 1 I loved the statement that the teacher creates learning opportunities based on their unique learning needs Element 5 I liked the statement students connect background knowledge to new learning
215	The amount of inclusion for all students in these standards.
216	Love that this standard is about building relationships and valuing students and that it also has educators involving students in some decisions in the classroom.
217	None of this. Go back to the drawing board.
218	I like that we are focusing on the learner FIRST. It is important that teachers know that student learning is always the top priority and that starts with knowing our students and their individual needs.
219	1. that we are discussing the whole child in element 3. 2. the introduction of competency-based instructional goals. 3.
220	Elements 1 - 4. Element 5 overlaps a bit with Elements 1 and 4 and is written so that students are the subject, whereas teachers are the subject in the first four elements.
221	the addition of competency as progress towards mastery of the standard to guide lesson development.
222	Especially like Element 5
223	I like that students have accountability in the learning process.
224	I like that students will have access and practice skills based upon their unique learning needs. I like the idea of teachers being "learning partners." I like the idea of figuring out what type of learner each student is too.
225	Element 3
226	the idea of teachers building a relationship with students.
227	Element 2 - This is critical to learning!
228	The thoughtfulness on inclusion and diversity
229	Elements 1, 2, and 4 as is
230	Considering the family background
231	Element 3

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232	that you included building relationships
233	That the teacher is a guide for learning
234	Creates, builds, recognizes, guides, connect.
235	Allowing for differentiation and giving some student control
236	I like all of the standards. It helps the children feel safe in their environment.
237	More specific to what the standard means. Developed elements make it easier for teachers to understand the standard.
238	I like #1-4 and feel that these are within the control of the teacher.
239	That we already do all these things on a daily basis.
240	I love the nature of these standards and how student centered they are.
241	That the students can take ownership for their learning with teacher support.
242	This is a truly "Learner Centered" approach to teaching standards. Thank you for taking this direction.
243	I like that the teachers are encouraged to try an access that one student. It is a positive concept of reaching each one on their level.
244	Nice.
245	I like that the standard addresses diversity without limiting it to racial diversity. Of course, racial backgrounds are very real, but it's not the only factor that diversifies our students!  I also love that building authentic relationships is a requirement.  This standard will go a long way toward changing cultural beliefs in teachers, especially with it being number 1!
246	I like that it seems inclusive and caring.
247	All 5 Elements
248	I like that these elements recognize that there is not a one-size-fits-all approach to education. I like that they embrace students' individuality and encourages their unique backgrounds to be used to enhance learning. I like that students are to be thought of as learning partners, creating a team feeling. I like that students are guided to learn about themselves, what kinds of thinkers they are, how to gauge their own successes, and what they need to be successful. In conjunction with this, I like that students should be involved in designing and assessing their own learning.
249	I like the use of the word "disposition" and the addition of meta cognition - ( student awareness of their own learning).
250	I like how diversity is expressed in several ways.
251	The variety of diversity listed in element 3
252	Teachers should be required to value students identities.
253	How the students are included in their learning.
254	how open and flexible the wording is for each element.
255	Standard 1: I appreciate the focus on personalized learning and the importance of the social and emotional learning of the student in relationships along with support for self-awareness and understanding.
256	Elements 1, 2 & 4
257	I really like the inclusion of building relationships with our students. At times I have see then become the only thing keeping some students in school.

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258	All of the elements are great.
259	I love Element 3! We must continue to value, accept, and nurture ALL of our students!
260	Building positive relationships.
261	-that all of the Elements except for #3 can be shown objectively in a classroom -the idea of teachers supporting individual student needs, but...see below
262	Everything except "gender identity" and "sexual orientation" do you take surveys at school to ask such personal details?!? "Who are you sexually attracted to?" They is far out of line!
263	I like that the focus is on the individual student and how the teacher is a facilitator of learning.
264	The elements as they are defined
265	Element 3: Teachers should be aware of and recognize differences between students, as that can affect learning activities and prompt healthy discussion in the classroom.
266	Values diversity. Assessing student criteria as they develop student learners.
267	the way that building relationships is a focus.
268	the first four elements.
269	that the first standard is student focused
270	I like that it identifies: an effective teacher demonstrates an awareness and sensitivity towards diversity in learned development.
271	How clever you all are in covering up your hidden agenda to promote an ideology rather than an education.
272	Love each of these elements.
273	"partnership with the teacher", "learning partners" The language of "partnership" and "partners" requires a perspective shift regarding the role of the teacher.
274	This does address SEL needs.
275	I like that it encourages students to be better people.
276	I like the breadth and inclusion of this standard.
277	I like that Element 1 acknowledges that all students do not learn the same way, and Element 5 gives teachers the choose how to best create practices to help students achieve their learning goals.
278	I like this focus on the noble characteristics of teaching: recognizing and valuing individual student; working as partners with students toward their personal learning goals. Ideals like these are why many teachers went into this profession.
279	building relationships with students as learning partners and recognizing diversity in students/classrooms
280	I like the focus is on knowledge skills and dispositions.
281	I appreciate and see the value in all the elements and understand how essential it is to engage students in their own learning process (following the assessment capable learners guidelines).
282	building positive and authentic relationships with students as learning partners
283	I like how the teacher is taking into consideration the entire student and building meaningful relationships with them.
284	I really like Element 1 that has teachers creating learner to meet student unique needs and to show competency aligned with their goals. It only makes sense to teach students in a way that makes sense to them and then work to help them meet a goal.
285	I love this!
286	I appreciate there is an awareness that student identities have not been appreciated.

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287	<p>Making sure that teachers understand a student's background knowledge is valuable information to know where to begin teaching a concept. SEEd no longer allows for teaching foundations in Science so where do teachers go for that?</p> <p>I think that when students take ownership in their own learning they will perform and achieve more - but letting them design and assess their own learning is taking the knees right out from under the teacher. It is difficult enough - do. not make it worse.</p>
288	Questions 1,2 4,5
289	<p>The focus on relationships in Element 2</p> <p>The idea in Element 4 that the teacher supports students in generating understanding of their learning</p>
290	I like the emphasis of each of these as learner-centered
291	that these focus on individual learners and their unique needs. I appreciate that this includes success criteria and increasing students' participation in their own learning.
292	I like the idea behind cultivating relationships.
293	Only one element focuses on learning.
294	Love the personalized, teamwork approach!
295	element 5: we have to start introducing self-determination in the classroom
296	<p>No more than 5 standards in the domain.</p> <p>The importance of academics, relationships, and self-awareness.</p>
297	I like each of the elements! Every learner comes with a unique background and has something to contribute.
298	With children who almost got their associates on high school graduation and one who seems to be always on the cusp of failure, I know that children learn differently. I think a customized approach is fantastic.
299	the focus on relationships. Students learn better from teachers who have established a relationship with them. I also like element 3, valuing personal circumstances as assets.
300	<p>The inclusion of the student's role in learning.</p> <p>I also like the change to asset based language when talking about valuing social circumstances.</p>
301	<p>Element 1: I like that I am expected to individualize learning according to students' diverse learning needs.</p> <p>Element 2: I totally like that I foster authentic relationships within my classroom.</p> <p>Element 3: I think that valuing student identities is an emotion-based goal.</p> <p>Element 4: Students are definitely taught by teachers how to learn and participate in a positive classroom learning environment.</p> <p>Element 5: Best teaching practices allow students to participate and evaluate themselves through self-awareness. I think that cooperative learning is important to developing a civil and polite society.</p>
302	I like the fact that to encourage and allow learning, relationships, experiences, identities and awareness is considered.
303	All of this. Especially Element 3.
304	The Self-awareness aspect of a student's developmental process is very important.
305	The focus of elements 4 and 5 on helping students to understand themselves as learners and take responsibility for designing and assessing their own learning.
306	the focus of element 2 on students developing relationships with each other as well. that teachers are supporting students to do these skills.
307	<p>I like the phrase knowledge, skills, and "strategies" that allow students to gain basic knowledge and skills to meet academic standards.</p> <p>Dispositions are a subjective way of measuring adults and leaning into the possible misuse.</p>
308	Building relationships in Element 2

April 2022

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## **Standard 1: "I wonder..."**

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1	What would a teacher competency rubric would look like for each element?
2	I wonder if the elements are listed in a particular order.
3	How much more explanation will be needed of the elements for new/beginning teachers?  Is there an order or ranking to the elements-Personalized Learning is not going to be a focus on a new/beginning teacher. Should there be a hierarchy of where we focus with new or struggling teachers?
4	How will you effectively evaluate elements 2 and 3? These are things that as an observer you may not see in 30 minutes. Teachers spend a lot of time developing relationships so how will you know that they did? Additionally, how will you know if a teacher recognizes personal circumstances because he/she may and that's not going to be public knowledge.
5	Element 4 is vague. Is this an assessment question? Is the question about metacognition? Confusing.
6	The wording on the 5th element just doesn't seem to flow as nicely. I wonder if there is a way to still put it on the teacher?
7	If in the rubric it could distinguish between Needs Improvement/Unsatisfactory and emerging, effective, distinguished. There is a difference between a new teacher progressing along a continuum and a teacher that is not demonstrating these traits.
8	I wonder how you will adequately evaluate these statements in terms of reliability and validity. I don't see measures described or even alluded to in the statements. If you don't measure and evaluate, why have the statements. How does this make students and teachers better at what they do and work together. Assumptions are not enough.
9	If in element 1 you should mention something about addressing any IEP or 504 goals/accommodations?
10	Element 2: "Learning partners" is a poor choice of words. Teachers are adults in a role of authority and responsibility for students. Students and teachers are not equals. The state cannot promote a vision of the teacher as a "partner" with the student then be surprised with the dozens of teachers who treat students as friendly, romantic, and sexual partners. This kind of language is part of the problem.
11	why it is the expectation of teachers to focus on items from Element 3. Academics is the focus of education. It is the family that has the obligation of meeting the needs of the student in order to send them to school ready to learn. There is a gross overreach by the state (educational institutions) in the name of supporting the family that becomes supplanting when it is not warranted. Though there may be some families that need help, I wonder why it is that government thinks it is their right/obligation to teach what it feels are moral deficiencies.
12	If it is important to include "in partnership with the teacher" in element 5. Since the main idea of element 5 is related to personalized learning, teacher should have the opportunity to do it individually or with other teacher.
13	-Might there be a better term than "self-awareness" for students setting learning goals. This is a dispositional goal to help students see themselves as learners, not an emotional skill of self-awareness
14	What will Elements 4-5 will look like in younger elementary students (Kindergarten - second or third grade)? These practices may look differently for young students than for fourth or fifth graders, and especially secondary students. Please consider providing early elementary teachers and their principals with examples of what this will look like for younger students.
15	If element 1 should include an understanding that students bring funds of knowledge that teachers should recognize and use in creating the learning opportunities for students. Element 3 calls attention to this but I'm wondering if "recognizing" this is enough.
16	If lawmakers in Utah will create barriers that make it challenging for teachers to engage in some of these practices, especially Element 3
17	If I could provide better feedback if I were to see all of the Standards and elements globally before I was to comment on this first section.  If certain words would be better if replaced by different ones. One example - element 1 - "according to identified goals" - would "according to state core standards"
18	I wonder what the rubric looks like for this standard. It's fairly easy to walk into a room, observe how a teacher interacts with their students, and have a strong sense of the strength of the relationship the teacher has formed with

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	the students. However, it's also hard to quantify. I feel like teachers either get this and do it well, or they don't. I'm interested in what the "approaching" rubric description looks like.
19	Element 4 could say develop student self-assessment...when I read self awareness my mind went somewhere else. Self-assessment capabilities has one of the highest effect sizes. (1.44) For Element 5, that sounds like a learning goal for the student but I thought this was for teachers...Maybe: "In partnership with their students, teachers assist in connecting background knowledge to new learning and engage students by creating a culture where they design and assess their own learning."
20	It seems like there will be too many elements and in a school with 80 teachers (large high schools) doing 3 observations with a pre-observation conference and post observations conference (three steps total for each observation), it appears that it would be a time consuming process. 240 steps total. That would be close to 50% of the time an administrator would need. If follow ups are necessary..... the process may be unmanageable.
21	The valuing of diversity will encourage teachers to hyper-focus on specific diversities and lead to political, moral, or social conflict with the community?
22	Elements 1 and 5 seem too similar.
23	how measurable is element 3? I am concerned about the wording of social circumstances as assets. I am also concerned about exposure to trauma and gender identity. I think that can really open a can of worms with teachers and their communities. Those are really delicate topics, and needed to be handled with great care. Is it appropriate to include that in a state standard?
24	It is not feasible to constantly try and let the student design their own learning. How is the teacher supposed to get everything done that you require of them?
25	Why did you deviate from the alphabetical order for the various criteria in Element 3 for sexual orientation? As it is placed it puts on emphasis on that being more important than the others that come after it, because it deviates from the previous pattern. If the intent was to keep it next to gender identity than the overall structure of the list needs to change, however, I fail to see how to do that without bringing in the potential for misunderstanding and bias. The simplest method and the one that should bring the least amount of prejudice would be to stick to the alphabetical system that you started with.
26	What "develop an understanding of selves as learners" means and how it could be measured in 4.
27	How will these be measured? 3 or my 4 admin have been amazing and I'd trust them to rate me... but when you get a bad admin, how do you prove them wrong?
28	why the standard is solely focusing on learning. We should look at students' learning AND development in all domains, physical, cognitive, language, social, and emotional, influenced by the social cultural context. When the bigger picture of childhood and adolescent development is missing, our teaching practices become driven by academic grades and outcomes only.
29	I just want the emphasis to be on looking at each child as an individual with unique gifts and talents. Certainly a good educator will always look at the child as a whole in ascertaining what makes up the individual, but I just don't want a feeling that there is a political motive behind anything.
30	I wonder about Element 4. For some reason, it was more difficult for me to read than the others. When thinking about this standard from an elementary teacher/student perspective, I wonder if using the term "self-assessment" instead of "designing and assessing their own learning" would work better for elementary students and can be applied to secondary students as well. Children that are 5-7 years old can be taught to self-assess, but adding in "designing" would be hard for teachers of young children to prove or show.
31	In Element 1, I'd like to see an addition such as the following, "... based upon their unique learning needs, their assessed ability and/or achievement levels, ..." While the wording I suggest is probably not well-stated, my intent is to suggest that assessment plays an important role in designing "learning opportunities" and "identified goals." Assessment is probably addressed elsewhere in the standards, but taking the opportunity to also address it here should not be missed. The role of assessment could also be included in Element 5.  In Element 3, can more be made of the need for teachers to be aware of and manage their biases and prejudices in response to the "identities and experiences" listed?
32	xc, if the partnership will be built upon then this will work. This school year, the student responsibility has been very much brushed aside. If there is no responsibility on the part of the student, this will not work.

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33	I don't think element 5 really applies in my situation.
34	How does a teacher value diversity among students when students continually pull the racism card? How does a teacher show the value?
35	I wonder how state tests can measure each student individually. It seems contradictory to elements 1 and 5.
36	-Do the statutes enacted by the Utah Legislature reflect this level of desired inclusivity?  -The wording in Element 5 speaks of what the student must do and not what the teacher must do to get the students to partner with the teacher.
37	How ultra conservative groups are going to react to Element 3
38	why element #3 does not also include recognizing needs as well as assets.
39	I worry a little about element 5: Personalized Learning because parents and students could use this to get out of certain assignments. I think it needs to be better explained what this looks like in a classroom.
40	Element 3: This is concerning to me. I would rather it be reworded to read, "The teacher recognizes personal assets and values diversity among students".  Element 5: This is difficult for a principal to measure as we do walk-throughs and other observations. What kinds of criteria will a teacher have to meet to highly effective here? How will principals measure how effectively a teacher is or is not doing this?
41	Element #3 - a lot of time educators are not privy to social circumstances such as trauma and family background and I don't believe it's appropriate for educators to discuss gender identify, sexual orientation, immigration status, and religion with students
42	If Elements 3 and 4 will be struck down or diluted by parents who don't value diversity or self awareness or by legislation where transgender students, LGBTQ and BIPOC students are openly discriminated against by other students and some adults.
43	When personalizing instruction, it is hard to use a LMS to enter grades. Most of them will enter alternate assignments for all students in the class, even if it was not assigned to them.
44	Diversity is not in and of itself valuable. We do not think that Russian President Vladamir Putin is a part of the world's "diversity" that needs to be valued, because his differences are looked at as bad for society. It is not possible to "value" that which is offensive. One can be kind and tolerant, and overlook differences at our schools. We can be asked to never approach anyone with a negative attitude or verbiage just because it goes against our personal beliefs. But to be asked to value something we feel is wrong because it falls under the term "diversity", is wrong. If someone is progressive, they shouldn't be asked to value another's religion because it adds to diversity, when they feel it is ruining society. They should be asked to be respectful, but they don't have to "value" those beliefs. The same goes for religious people who feel gender identity is ruining society. It is not valuable just because it is part of diversity.
45	How do we do element 5 in a test-based standards-driven environment? What does this look like at each level (primary, middle, and secondary education)?
46	Element 3 - with whatever knowledge we have - often we don't have a good understanding of students' personal and social circumstances Element 5 - participate in designing? What does this look like?
47	I wonder what the personalized design and assessment element is actually supposed to look in a real classroom -- this seems overwhelming as a teacher of over 250 students.
48	how a teacher can create learning opportunities when lessons are scripted and master schedules limit any kind of flexibility for a teacher; these factors also limit personalizing learning for students
49	How to combine these within a structure that is practical and relevant.
50	How do you help a child develops understanding of themselves as learners? What exactly does that mean and look like?
51	I wonder how admin and mentors will measure these standards during an evaluation. I also wonder how we will train current teachers to utilize these ideals.

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52	How are those administrative observations going to be able to "see" these standards? (Admin isn't always supportive of these.)
53	how teachers will have time to personalize learning for 30 different students and five different periods every day. (150 total students)
54	If we could word the standard differently. Do we want them to be sensitive to diversity? Is sensitive the right word? This implies that diverse learners in any sense of the meaning of the word diverse learn differently. Also, dispositions is one of those loaded terms that I feel many read and do not fully understand what is meant by that. Perhaps temperament or character?
55	I wonder why you chose these specific categories for #3 Value Student identities and Experiences? Do we really need all these categories? And if so, have you gone far enough? Why not include political affiliation in this list? It seems as necessary of a category as the rest.
56	How will we measure the way a teacher values diversity? Is it simply a reflection question or is it observable?  What tools will teachers be given to help students understand themselves as learners?
57	I wonder what examples of lines of evidence would be for these?
58	I wonder how Element 5 can be authentically enacted in the early childhood grades.
59	Let's do the right thing for the right reasons.
60	If in 5 we could get better clarity on "participate in designing and assessing their own learning."
61	If Element 5 is covered by Element 1. I believe that the ideas incorporated in 5 should be implemented into the rubric for 1. A teacher who is emerging effective has class goals. A teacher who is effective sets individual goals. A teacher who is highly effective has students participate in setting and evaluating their progress towards their goals. Additionally, 3 and 2 should be in standard 4. Furthermore, a teacher who builds strong relationships with students recognizes the value of the students background. Gender, race, disability, ACEs, etc.
62	Why is element #2 here when connections are focused on in Standard 4 - redundant. Why is element #1 here when Standard 2 focuses on planning - redundant Why is element #3 & 5 here when in Standard 3 it is covered here as well - redundant
63	Much of this standard is a duplicate of the next ones, specifically Standard 3. Personalized learning is addressed specifically throughout the document and Element 5 above is a very broad overview; building relationships is addressed in Standard 4
64	I also support adding on target for supporting non-traditional students (MLL and Special Education). It could be done by adding further descriptions to element 1: Demonstrates understanding of and can provide evidence of accommodations, Modifications, and SDI for students with disabilities.
65	If Element 5 is already stated in Element 1. If a teacher is doing Element 2 effectively then they are already doing Element 3 because they would know the specific. Can Elements 2 and 3 be combined or moved to standard 4?
66	...if we could come up with a better heading than DESIGN FOR LEARNER NEEDS. The heading doesn't seem to fit the definition.  Plan for Learner Needs?
67	How is USBE going to support teachers in building inclusive classroom communities against a rising push against diversity, equity, and inclusion specifically discussing race and LGBTQ+ identities?
68	Where do we get time to individually work effectively with students to build independent, self-directed learners, meeting their needs and self-discovery?
69	I wonder how some of these things will be met with students who have chronic absenteeism.
70	Can number 5 be incorporated into number 1. Background knowledge is a part of unique learning needs.
71	How do you measure a teacher's ability to form authentic relationships with students? How often are teachers expected to address multiple perspectives that students might not be bringing into the room

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	<p>themselves?  We often have students self-assess their learning, but they don't get to design their learning very often. How can we differentiate on a student-to-student basis for learning design while still making sure all resources are available for students online?</p>
72	<p>My biggest "wonder" or concern is that there is such a current focus on assessing to see where the students are at in every aspect of their learning. There is NO way to assess students or teachers in these in a one-size fits all assessment. Much of "learning" is so internal that no one can possibly analyze and decipher what each individual is really internalizing. Each student and teacher is unique- with different strengths and weaknesses. There is no way to force specific learning and growth at any one given moment/year in time. Providing opportunities to foster that growth and learning is all we can do.</p>
73	<p>What are the most effective ways to personalize learning?</p>
74	<p>Can a classroom have materials that represents diversity? (i.e. Books where students can read about someone like them.)</p>
75	<p>I don't know how to gather evidence of Element 3.  I am not sure what Element 4 means or how to gather evidence of this.  Does Element 2 belong with Standard 4?</p>
76	<p>how designing personal learning will impact the inflexibility of standardized testing at the end of the year and how that will reflect on teacher effectiveness. I also wonder whether teachers will get the amount of personal planning time that would be necessary for the amount of individualized learning this would take.</p>
77	<p>If parents will insert themselves into element 5 - designing and assessing their own learning.</p>
78	<p>How one secondary teacher with 240 or more students per year will be able to adequately meet each element successfully and choose to remain in the profession?</p> <p>How districts will effectively protect educators from attacks by parents who believe we have an agenda that is based on critical race theory? The chilling effect is real. Diversity, equity, and inclusion have become words educators are hesitant to use for fear of backlash by parents.</p> <p>How many educators will successfully pass their evaluation, and what a rubric designed to foster professional growth and development and not be punitive will look like? What evidence will an educator be able to provide that demonstrates competency in every element?</p>
79	<p>if developing student self awareness could be worded more clearly. It still seems abstract to me.</p>
80	<p>what students "identifying success criteria" and "designing their own learning" looks like in secondary mathematics, where student selected goals will likely not align with secondary math content standards</p>
81	<p>Why we are so specific on Element 3. I am concerned. I think when you state each area we set up teachers. Parents will key in on if they miss one area. There have been situations when a teacher/administrator was being sensitive to gender identity and then sued for discrimination of another area.</p>
82	<p>It's hard to build relationships when you have over two hundred students.If I had 50 it would be a snap.</p>
83	<p>How realistic it is for teachers to great "personalized learning" for each student when there are 42+ students in a class (I have 42 in my largest class).</p>
84	<p>How it will be measurable in a whole class setting.</p>
85	<p>Why it seems to stress gender and ethnicity instead of focusing on all students.</p>
86	<p>Why does Element 3 have to include a list? It could end right after...."diversity among students."</p>
87	<p>how this will be assessed objectively</p>
88	<p>How a teacher can support these standards when class sizes are overwhelming.</p>
89	<p>In Element 3, I wonder if it might be better to not identify every circumstance--sometimes it is better to be vague. Perhaps a period after "among students" might help alleviate some future issues outside organizations might perceive.</p>

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90	In Element 2, it might be important to emphasize "professional" as a description of the relationships.
91	If element 3 puts a heavy burden on the teachers. Yes, be aware, but understand teachers cannot control everything
92	Exploration of others race, sexual identity, and diversity.
93	If element 5 provides too much flexibility
94	How are these elements going to be assessed with the ridiculous roadblocks that our legislatures have put into place. How can a teacher teach a student about their background without being subjected to a false fear of critical race theory?
95	Is the emphasis on unique in Element 1 and student participation in design in Element 5 going to make teachers feel like they have to differentiate so much that they lose the value of batch processing? In Utah, classes are huge. The sheer number of students teachers see in a day forces teachers to limit choice to a reasonable amount of options, but there still needs to be some flexibility. Will this been seen as "too much" by some teachers?
96	I wonder when society will wake up to the gaslighting that has been going on and stop allowing our schools to enable harmful and dangerous psycho-babble surrounding the whole gender-identity misinformation and lies. Teaching and recognizing this behavior as "normal" is wrong. Yes, kids with serious mental illness need help, but trying to normalize and recruit other children to participate in lies is wrong.
97	If Element 3 and 5 could or should be one standard.
98	-if it is possible to met every student's "unique learning needs" when classrooms often have 45+ children in them
99	How is a teacher scored on Element 3 if they do not have a much diversity in their classroom?
100	Why are the same standards written for teachers of kindergarten as well as 12th grade teachers?
101	whether teachers are ready to help students personalize. I know many teachers who honor their students' backgrounds and diverse needs. I think many teachers are still confused about or afraid of personalized learning and may need much more training to know how to move in that direction. I don't think forced training helps teachers open their minds to personalized learning. I think teachers who understand it need to teach and share with their peers by example. But it can be difficult to convince teachers that they both can and SHOULD create personalized learning opportunities.
102	How would teachers show they recognize identities and experiences? I am thinking in terms of teachers being able to exhibit this knowledge, skill, or disposition.
103	This may not be the document that would describe this, but how do we measure these things? If we use these standards to build successful classrooms and support teacher development, some of these feel tricky to measure. But maybe that's not the point, so no worries.
104	I wonder if the language can't be simplified. Give the teachers the same consideration you give the students and make the language in these standards less cluttered and confusing. Saying, " Opportunities that allow students to access and practice skills... " is an example of being overly wordy when you can get the exact same meaning by deleting the word "access." We would never give all of our students something so cramped and wordy, and I think teachers, especially first year teachers, would benefit from more direct and less pretentious administrative language.
105	How can a teacher possibly prepare all the material so that every kid can do things that are relevant to them and part of their learning path especially for subjects like science and math. How can we tell teachers that individualizing and differentiating all instruction and assessment is most important and then have schools and teachers be graded on standardized assessments while also requiring teachers to give common assessments that are also supposed to be used to gather data in their schools/districts. Also how will teachers have time to give feedback for all the individual and personalized work students are doing and how will they keep them all working on what they are supposed to when you have 36 kids all working on a different thing?
106	Diversity in teaching is not necessary
107	Why schools are moving away from teaching reading, writing, math, history and science and instead teachers are expected to become social instructors. I can't image why ANYONE would ever want to teach us this the state requirements. No doubt this is why they are all leaving the profession.

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108	I wonder how many people will understand what any of this means. There is a lot of filler language and there are a lot of education buzzwords. I am curious how any of this will be evaluated in teachers and current teaching candidates. For example, using student designed assessment and teacher feedback instead of grades is a current trend in the US. However, few districts support models such as this even though it is supported by research and teachers who use such models would clearly be satisfying the criteria referenced above.
109	How these apply to a teacher teaching students with severe disabilities or younger students who lack the skills to be “fully conscious” participants in their education.
110	I wonder if students should have the ability to establish success criteria...sometimes students need a teacher to push them to achieve more than they think they are able to.  I also wonder how to approach gender confusion or transgender students as an “asset” in an elementary classroom.
111	How can the Utah teacher value their students when Utah legislature constantly introduces bills that hinders teachers.
112	I wonder if they will actually be allowed to do this or will they be accused of pushing some alternative agenda and teaching CRT. If you are going to give them this responsibility then they need the freedom to answer tough questions that students will ask.
113	Why must we jump on the band wagon of gender and sexual preference/identity here within a teachers job description. Why can't teachers just teach, let them teach reading, writing, math, science and social studies. Let the parents be responsible, as parents should be, to cover topics that are not related to school subjects of learning. Please acknowledge it is not the responsibility (nor desire) of teachers to teach these very sensitive issues best left to the home.
114	When you recognize kids as an asset I imagine having kids share and teach about those circumstances they find themselves in or have gone through for teaching purposes. I wonder if this is what you imagined as well. Why do we have to bring sexual preferences into everything? Also, isn't it illegal to ask kids their legal status? Why do we have to break down every category. Why can't you just say the teacher values all students no matter their abilities, background, or circumstance?
115	I wonder if three crosses the line. This doesn't say appropriately for their age. I know teachers thinking they are doing this by encouraging discourse in a young classroom that shouldn't have sex education. Parents need involved in this. I feel this strongly as a teacher and a parent. I would want the gender identity removed asap. This is an adult topic, not for children under 18.
116	How to actually make this work with 40 students per class. (I am a teacher)
117	Scrap all of standard #1
118	If potential future legislation will prevent element 3 from being possible as Utah is legislatively led by conservatives.
119	If value student identities include letting teachers ask for their preferred pronouns  And is it possible to personalize with over 200 students?
120	How you possibly think you'll be able to promote student-learning individuality when that will all be overwritten by school and district policies that promote zero tolerance, conformity, and anti-bullying campaigns that have proven to stir more fear and danger in schools rather than allow students to learn to face obstacles and discover individual strengths to overcome them. I highly doubt that what you propose is compatible in an environment where students are taught that diversity means ethnic background, but not different perspectives. Do you have any idea how much we have to rebuild in the university setting teaching students that universities were founded on the principle of providing an environment for people to access diverse ideas and that silencing others spits in the face of everything the university setting stands for? Yet your k-12 policies teach students to avoid discussions, adhere to perspectives that people like the most and to cancel anyone who suggest otherwise.  Likewise, I wonder how you'll go about combating indoctrination over education. This is already a problem that you don't have control over. Until you address your school policies, there's no way this new methodology will work, and I don't care what the research says because the research is confined and incomplete. It also doesn't promote this individual-student learning approach that you want to convince the public that it does. The research actually subscribes to a system of stifling student learning based upon what stringent policies allow.

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	As an educator who has to fix all the mistakes you send into higher education, and trust me, we're tired of fixing them, you need to have an environment that is conducive to this kind of plan working, and you don't have it.
121	Why teachers aren't given more credit, pay, and appreciation.
122	So what if the students want "success criteria" that are not according to the Utah State Standards for proficiency and mastery in subject area content. I wonder what teachers will be required to do in order to meet the individual learners to "access and practice skills" will they be paid for the extra time it takes to find, multiple, effective learning activities and then disaggregate the data from these in order to determine if the student as met the standard's mastery?
123	If it would be powerful for teachers to know about some of the research that has repeatedly shown that despite demographics, income, social factors, the number 1 impact on student learning is the classroom teacher. Engaging, caring teachers can and do teach kids with horrific home lives. That is empowering!!
124	On element 3, anything that does not require disclosure to parents will at some point be abused. Schools and teachers are a resource for parents in raising their children.
125	Which part of this standard will make parents angry.
126	How a teacher can effectively accomplish these standards in a classroom settings of over 25 students? My average class is 28 students, I have a class at 32 and another at 33. In total I have roughly 143 students. I see each student for an hour a day. After setting expectations, bell work and instruction I am left with a few seconds to personalize learning with each student.
127	The word 'diversity' has developed a heavy connotation. I wonder if changing it out in the standard would be beneficial. Something like "sensitivity toward a broad spectrum of learner development" might convey the same idea without the potential of being called out as a red flag for CRT.
128	Element 1 sounds a lot like learning styles, which are not only a myth but ineffective.
129	How can teachers do all of this personalized interaction with classrooms of 40 students. This is wonderful, but huge classes, with discipline problems make this seem difficult.
130	Most of these elements are a parents job for their minors. These suggestive teachings would be better suited for a young person in college to decide if they want to explore for themselves. This will cause more problems for the education board than help students. I strongly oppose.
131	How I'm going to have time for all of this and teaching my core standards.
132	I am concerned that individualizing curriculum takes a lot of extra work and time. Will teachers be properly compensated for this extra time and effort? Will students understand why other students may not be held to the same standard as they are?
133	If the teachers will actually do this. Also, will this make it harder for counselors and parents to help with homework if there are too many options and specific guidelines.
134	Why are you pushing woke leftist tropes on our children. Utah wants none of that.
135	How you will support teachers and schools with an individual approach. My 1st student is in a class of 32 with no talk of reduced class size. It will be difficult to reach individual student. Plus...programs are emphasized over learning paths. My gifted child does not receive individual instruction to his needs because he's ahead and doing "fine" according to administration.
136	There's been a lot in the news recently regarding teachers needing to be "transparent for parents" and asking teachers to post lessons plans daily, yet it wouldn't allow for any change or for Standard 1 to be effective. If something passes like that then all of Standard 1 would be completely compromised.
137	Element 1: What supports are the teachers going to receive for these individual students: ie, different languages spoken, vastly different levels of student achievement and ability. And especially at the secondary level where teachers can have up to 250 students per semester, how to have the time and resources to do this for so many students. Element 2: Once again with secondary students and the teacher ratio of being nearly 250:1, how are these relationships supposed to be developed?
138	I wonder if there is enough support for teachers as they strive to meet these goals. In my experience, teachers do a great job already, but they are overworked and need more support or smaller class sizes.

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139	<p>I wonder how teachers will be able to achieve this. All of these elements seem great if you only have 5 students, but how will a high school teacher accomplish such personalized learning with hundreds of students passing through their classroom every day.</p> <p>I also wonder about the measurability of Element 3. How do you measure if an instructor recognizes and values something?</p> <p>I wonder about the freedom element 5 allows for. It seems to cater to specific teaching theories and ignores the value of others. I think it would work well in a CBE classroom, but what if a teacher teaches better in a different teaching style?</p>
140	<p>if the first element places a great deal of pressure on a teacher as it reads that a teacher must come up with 35 different learning plans for each of their classes. For a secondary teacher, this could be up to 245 individual learning plans for all of their students and classes.</p> <p>I also wonder about having the relationship ship element first. That is the most important element to accessing learning.</p>
141	<p>The design for learner needs statement is well written but doesn't seem broad enough, all students need access to grade level content and the teacher needs to have high expectations for all learners</p> <p>Similarly, I wonder If inclusionary practices could be more explicit</p>
142	<p>Standard 1:</p> <p>It is important to consider the implications of language here. It is the bare minimum that a teacher should be aware of and be “sensitive” to diversity. What does that mean? Can the writers say more? We can do more than be “sensitive” to diversity. I wonder whether phrases such as responds to and sustains diversity (i.e. Culturally Sustaining Pedagogy) might be used instead, as this would reflect contemporary scholarship around inclusive education.</p> <p>Standard 1, Element 1:</p> <p>I suggest emphasizing Universal Design for Learning over and before focusing on what are perceived to be individual differences. UDL is essential for designing for learner needs.</p> <p>Standard 1, Element 2:</p> <p>I wonder whether you can define “authentic relationships” and “learning partners”. I am concerned whether teachers are actually supported to relate to students as learning partners. I like this in theory, but am skeptical about practice. Do students truly have opportunities to be partners with teachers, as they should, or is this lip service? Do students have an equal say in what they are taught and how, in the ways they are assessed and can demonstrate what they have learned, in the organization of the school day and classroom, etc.?</p> <p>Standard 1, Element 3:</p> <p>Social class and language differences were not included. Why?</p> <p>Standard 1, Element 4, 5:</p> <p>Define “success criteria” in Element 4. Success in what? Successful learning? Will students actually have a say in defining what is success for them?</p>
143	<p>I wonder what the Utah State Board of Education means when they say dispositions, Are you referring to the 7 Thriving Dispositions, the Perdue professional Teaching dispositions, etc? This is a nebulous term.</p> <p>I wonder what the "Identified goals" are as referred to in Element 1</p>
144	<p>The wording in Element 4 is a bit confusing. How do we guide students in establishing and assessing success criteria? Are the students supposed to be creating their own criteria for being successful? Is the teacher supposed to grade this? Is the teacher going to be graded on how well they develop their own criteria?</p>
145	<p>Valuing diversity relating to trauma (and some of the others in Element 3) sounds funny to me. Recognizing diversity with the list makes sense, but I think that could be worked better. The title is much easier to agree with.</p>
146	<p>if they have enough time to do that since they are stretched so thin</p>
147	<p>What tools and supports teachers will have for Element 3.</p>
148	<p>Number 4 - what is “success criteria”? What does it look like? Number 4 sounds vague and unclear. Number 3 - I think it is difficult to see “exposure to trauma” as an asset.</p>

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149	Why is element 3 needed. Teachers should not care about race, gender etc. There are already laws regarding these prejudices. I do not think there is a need for a school board to be bringing these into the minds of teachers.
150	This makes me curious about how teaching programs may change to better prepare teachers to fulfill this role.
151	How are the teachers going to be supported to help them meet the individual needs of these students as they not only meet these standards but also the ones that are placed on them from school district and state levels?
152	Why is a school taking into consideration gender identity and sexual orientation? Are teachers being asked to teach about these feelings? PPRA is very clear about addressing these deeply personal/family perspectives. This appears to contradict the clear guidelines on the 8 topics not to be introduced by a teacher without expressed parent approval. PPRA is a well held policy to prevent schools from entertaining or promoting a certain opinion in opposition of the student's parents.
153	If the state will design a curriculum that allows us (teachers) to have the available time to teach like this instead of trying to cram too much info into our students.
154	I have concerns about the gender identity aspects of this, only from the standpoint of what the expectations on faculty would be.
155	Why teachers need to continue to prove their value once they've already been given a license to teach. I wonder why teachers aren't paid well.
156	<p>Element 3 - I understand the idea, but I wonder why ethnicity, gender identity, sexual orientation, race or religion have anything to do with the way a child learns. A lot of the identifiers listed will affect the way a student learns, but most of them do not. It is not necessary to discuss or bring attention to these things when they have no impact.</p> <p>Element 1/Element 5 - I wonder if the teachers time and efforts could be better utilized. It seems as though they're spending an unnecessary amount of time trying to personalize each student's individual learning needs and goals. In my opinion, parents/guardians/caretakers need to be more involved at home helping the students. With class sizes large and growing larger, this seems like time that could be better spent.</p> <p>Overall - I wonder why we're shown and told to focus so much on diversity lately. I understand celebrating differences between students, but so many things that we're encouraged to celebrate (gender identity, sexual orientation, race, religion, etc - as listed above) have nothing to do with school and learning. I wonder if our teacher's time and efforts could be better utilized if they focused on the curriculum and the students educations.</p>
157	Why do we need to include gender identity and sexual orientation? We do not need to codify these sexual items in writing. These things lead to schools not informing students parents that their students are behaving differently at school. It creates an adversarial relations between parents and administration.
158	I wonder how exactly these would be measured on teacher performance. I also wonder if teachers aren't even allowed to ask a students preferred pronouns on a confidential survey, how are they supposed to support their gender identity? Will they even be allowed to?
159	Could element 1 read "identified standards and/or goals"
160	Could you take the "connect background knowledge" part of Element 5 and put it with Element 1. Also, take the "participate in designing and assessing their own learning" part of Element 5 and put it with Element 4. The fewer Elements there are, the easier it is for teachers to remember them and implement them.
161	I wonder about the word value in the title of Element 3. A specific value (by definition shouldn't be a requirement). Recognized as used in the description might be better and valuing diversity in general seems ok.
162	<p>The description of Standard 1 doesn't encompass the 5 elements of the standard, but only focuses on one aspect of it. In addition, the standard only asks that the teacher demonstrate and awareness of and sensitivity toward the listed student issues. I would like it to include that the teacher utilizes that awareness and sensitivity toward great learning outcomes. Maybe an additional clause after the existing sentence that extends the idea a bit further. Something like " . . . , and leverages this to craft and guide students through exceptional learning experiences . . . "</p> <p>I haven't seen the rest of the standards yet, but I hope that somewhere in there it describes that the teacher should have an understanding of child/adolescent development. Maybe this standard would be a good place for that.</p>
163	<p>#3,</p> <p>I wonder about because it can be interpreted in many different ways, I feel that is the problem we are at now..</p> <p>If students need special help and assistance based on any origin, that can be addressed with special programs that</p>

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	<p>help individuals.          But as far as the rest of students and teachers.          I want teachers to teach about math, reading, history, and the constitution. It is the parents job to teach there kids about anything about social equality or sexual orientation .</p>
164	<p>How difficult will it be to show element 3 - values student identities &amp; experiences?          The other 4 will be possible to show.</p>
165	<p>I wonder if teachers will have the opportunity to have good professional development in order to learn how to best create co-teaching opportunities with students as a part of element 5</p>
166	<p>I wonder what it will look like to provide data for building relationships.</p>
167	<p>if the Element 3 can be reworded to not identify "assests" and "exposure to trauma" in the same sentence.</p>
168	<p>Why the diversity examples are all in alphabetical order except for "sexual orientation."</p>
169	<p>how element 2 will be measured on an evaluation system</p>
170	<p>I wonder how in the current political climate; diverse needs can be addressed without coming into conflict with stakeholders who do not want diversity addressed or discussed.</p> <p>I wonder how to find enough planning time to intentionally implement these aspects in a way that will not result in conflict with other stakeholders.</p>
171	<p>Why we need to change the standards and design.</p>
172	<p>I wonder how students will be able to demonstrate their competency according to their goals.</p>
173	<p>I wonder how student in a first grade ESL which uses lots of curriculums that need to be followed would participate in designing their own learning.</p>
174	<p>When we will hire counselors in place of teachers...</p>
175	<p>Element 3 is concerning. Recognizing that people are different is a no-brainer. BUT this CANNOT be used as a gateway for CRT or similar divisive ideologies. There is a difference between knowing people have different backgrounds, and purposefully pointing these things out, emphasizing them, and pushing everyone to accept every ideology. That is not acceptable and has no place in schools.</p> <p>Element 5: how on earth is this possible, especially young grades? There is literally no time to have a first grader design their own lesson; times that by 30 students. Unless you significantly DECREASE class sizes, hire aids, and give teachers a TON MORE flexibility and autonomy, this isn't feasible.</p>
176	<p>Why on earth we need to be concentrating on immutable characteristics instead of different learning styles. Please stop being so obsessive about intersectional catergorization</p>
177	<p>1: How can you design learning activities that cater to students' "unique learning needs" in a classroom full of different needs?          2: Healthy children have strong, central family relationships, but here you're prioritizing teacher and peer relationships. How can you re-enthron the family dynamic as the primary focus of child development?          3: How will you recognize hindrances, obstacles, and points of inevitable embarrassment as assets? How is trauma exposure an asset? How is lack of legal immigration status an asset? How do you intend to show that you value, say, a student's Christianity in the classroom when America by tradition and law restricts Christianity from classrooms? You're bound to invert students' sense of reality and annoy the community with many of these traits, particularly regarding gender development during impressionable ages where dysphoric behaviours cannot be ethically emphasized. This whole section feels like it was written to please a political party rather than to help students. This should be replaced by something that downplays rather than singles out differences.          4. How can you "guide" students to establish their own success criteria? What does that mean? Are you just telling them and convincing them it was their idea, or are you actually going homeschool and letting students direct their own learning? If so, how would that possibly work in a large classroom?          5. Here again with the alternative education, "designing and assessing" one's own learning. It sounds lovely, but how will you do this in real life?</p>
178	<p>For #5 how will this assessed and with large class sizes, what expec6 will be added to teachers plates</p>

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179	How much time and money was wasted on the think tank of people who thought this up.
180	I wonder how teachers can achieve element 1.3 in response to parents push back on gender and sexuality issues.
181	How large class sizes in Utah will ever make #5 a possibility.
182	We are not trained in dealing with element 3, nor am I interested in speaking to students about their sexual orientation. This should be discussed as families, not in schools.
183	How element 3, 4 are expected to look in various stages of education. How does a K-3 teacher show that they are working with students to create success criteria? How is a teacher expected to prove that they value diversity ?
184	I wonder how element 3 will be viewed in extremely conservative areas.
185	The word "dispositions" is troubling to me. Are teachers going to be judged on their moods now? Are teachers not allowed to have a bad day or some bad days? Teachers are human beings (just like their students) and having elements that judge them on their experiences or mood that day and how they are feeling seems harsh and very hypocritical (if a student is having a bad day we are expected to try and help them, not judge them or punish them for it).
186	I wonder how Element 5 will actually work.
187	Element 5- How would a student design and assess their own learning in a meaningful way that challenges them on their level and not what would be easiest for them?
188	Could this be said in a more clear way? Perhaps: Teachers will love students, love the that subject they teach, and teach both with such compassion, love and enthusiasm that every child knows they are loved, and can read at grade level, write at grade level, and do math at grade level. They will also know science and history at grade level, and be able to explain the constitution in age appropriate language.
189	Element 2 promotes LGBT+ lifestyle. This is totally inappropriate in a public school setting. Please have the courage to stand for truth and keep schools safe for people who believe in God or any other supreme being. Please do not promote ideas which will destroy individuals, families, and Western civilization.
190	If Element 3 will even remotely resemble what is written here after all these right wing "parent groups" weigh in.
191	Please remove most of part three we don't need sexual orientation immigration status. Gender is or religious back ground.
192	What does it mean for students to design and assess their own learning?
193	I wonder how our already over-worked, under-appreciated, under-paid teachers are going to find time to cater to all of these First World non-issues while keeping all of their non-involved, complaining, entitled parents happy?
194	Is success criteria mentioned the same as defined by John Hattie? If so, how will teachers access PD to fully understand it? If not, how is that defined? How can differences in the interpretation of success criteria be mitigated? In regards to element 3, how is an internal value and recognition of differences quantified? While we should view each student as a valued member of our community, the language of element 3 starts to encroach on personal beliefs.
195	Element 3 could use an implementation verb. Recognizing and valuing diversity isn't enough. We need to actively promote opportunities for students to recognize and value their own, and others' diversity. I wonder if this standard could be called "Personalize Learning" Element 5 seems to sum up all of the others.
196	if this Standard is the duty of our teachers it sound more like something the school counselors duties.
197	Remove diversity, gender identity, sexual orientation, etc, etc. Can we please just focus on seeing children as children? Element 3 needs to be removed entirely.
198	I wonder how this would ever get effectively implemented, especially with some teachers in middle or high school having 250+ students a piece. Also, the state will say that it cares about equal opportunity, except when it comes to districts blaming students for their own demographics or personal or social experiences. How often have I heard that outcome data has to be parsed to account for the demographics at a school? For your information, that is a huge excuse that schools use to not effectively teach.
199	Element 3: all those things on the list can certainly become assets but it often requires action from both teacher and student to ensure it can be.

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200	I wonder if Element 5 should be switched with Element 1.
201	I really like how this is written. I have no 'wonders'.
202	While it's empowering to allow teachers to interpret the standards, I think it wouldn't hurt to provide some reasonable examples of the expectation - from the State - as this can vary from administration to administration.
203	How does a teacher show that they "value" diversity? I know it's important to value individuals as well as their unique perspectives, but if this is being explicitly stated in the education world and we are adding terms like "gender identity" and "sexual orientation" into our standards, I think we had better be ready to explain what that really means and not leave it up to interpretation.
204	shifting from competency to growth in element 1; designing and assessing student learning according to what framework? I wonder about specific language that emphasizes using standards for Element 5.
205	As indicated in element 4, do students establish and assess success criteria? Or, is this the job of the curriculum, rubrics, and teachers?  Self awareness isn't success criteria?
206	How are these considered reasonable or achievable when class sizes are so big a teacher will not have the resources to actually accomplish these.
207	Should there be something about connecting students with resources when teachers become aware of a student who needs extra social or academic support?
208	element 5 how will teachers cope with so many different students designing their own learning?
209	I wonder how a teacher would know private information about each student. I was a public school teacher, and there's no way I could have been expected to do my job AND know this about each student, nor do I have the right to know personal things like that. Would I be expected to treat students differently based on their "identities" as well? It is an unreasonable burden on teachers, unnecessary, and invasive to student privacy. If parents are concerned about these things, they are welcome to homeschool. We are losing too many good, caring teachers already by ladening them with responsibilities and expectations that aren't what they signed up for. They are not the students' parents!
210	Why there is not a dislike question here. I wonder why we are pushing gender diphoria when it has proven to contribute to suicide.
211	I dislike the fact that the teachers are forced to value diversity in any of its formats. Diversity is not something to value in itself, rather the values espoused by a student, regardless of their individual characteristics.
212	Will very conservative parents agree with it.
213	Given the use of asset based design, I wonder if the term "disability" should be changed to "ability" or "abilities".
214	I don't think teachers need to worry about a CHILD'S sexual orientation! Teachers don't need to think about a child's religion. While family background and immigration status might be of concern to the student, this shouldn't be a part of teaching. In order to give equal opportunity, they should not think too much about it. Treat everyone the same.
215	Please just stop all of this B.S. and let teachers teach!!! They aren't taught and educated on how to handle extra loads like this!!! Just stop!!
216	How can you assess that the student has developed self-awareness in element 4?
217	How you will enforce teachers to recognize element 3?
218	We need to be careful with a teacher recognizing a child's gender identity because that is the role of the parents to recognize about their own children. That is not the responsibility of the teacher. Immigration status should mean that all children regardless of their status are treated equal. Students can learn to be friends but it is their choice who to build relationships with and should not be forced by a teacher.
219	Why race, gender identities, and sexual identities, religion, or immigration status should be considered as a point of relevance in my teaching in a k-12 setting. Moreover, how I am supposed to be evaluated on those points in my teaching. My students are individuals with individuals needs. I will not classify them in identity groups as that would be detrimental to their learning, divisive, and unhelpful to creating a good classroom environment based on mutual

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	respect of our uniqueness as human beings. Additionally, that would narrow the line which I am asked to walk regarding state code.
220	<p>First, this "I wonder" is ridiculous. You should ethically have an opposite to "I like" which is that "I dislike". Teachers are NOT psychologists, nor should they be. Many of the efforts here are inappropriate for teachers to have to deal with.</p> <p>Element 2: Teachers already have a teacher/student learning environment. This is unnecessary and redundant. The only motive for this would be to establish the word "relationship" to open the door to a deeper connection than what would be appropriate.</p> <p>Element 3: Again teachers are not psychologists and they are not parents to our children. It is an unbearable burden to ask Teachers to take political, philosophical, religious, and ethical sides because some parent or student will always be upset and the Teachers will be put in impossible situations. Teachers should NEVER discuss ethnicity, exposure to trauma, family backgrounds, gender identity, sexual orientation, immigration status, race or religion. All of those topics are opinion topics and not factual topics. Opinion topics should be left to parents and parents alone, we should be protecting our teachers from living a career in fear of what parents may think. As a teacher they should focus on 1+1=2, what goes up must come down, George Washington was the first president of the United States, the difference between there, their and they're etc. It is not hard to stick to factual points. Even conflicts between students should be handled with a licensed school counselor and parents. The teacher should never interject.</p> <p>Element 4: Teachers do not need to go above and beyond to help students with their identity outside of you are good at math, you struggle with English here are some tips. Lets discuss at parent teach conferences where you can improve. These protocols are already in place so this element is unnecessary but is clearly being added to allow a more in-depth role in shaping a child "understand themselves".</p> <p>Element 5: Again this ambiguous language is unnecessary. "Background knowledge to new learning" is rallying saying "let teach you about your background and how you should view your background vs. how your parents have taught you to view your background".</p>
221	<p>Why are these issues regarding gender identity and sexual preference needed. It would be fine to just say that teachers are accepting of individual students. PERIOD, FULL STOP.</p> <p>This infiltration of radical ideology has NO PLACE in our core standards or curriculum!</p>
222	<p>Element three should not be the teachers responsibility. Nor should they encourage teaching information that is not scientifically backed. If its religious or moral let the parents teach it! Element 4- while i see the value in having students understand goal setting parents need to be apart of the goals.</p>
223	<p>Element 3 has nothing to do with any of the other elements included in this section. It's not the teachers job to know in depth about each student when their "pronouns" and identity changes on a daily basis. They should be focused on. 1+1=2 not if "Johnny" identifies as a cat for the day.</p>
224	<p>How this personal data will come to a teacher in the first place. A lot of these things should not be mentioned or even burdened on the mind of a teacher when they are to distribute facts about a subject to their students. No teacher's business about these personal preferences in a student's life.</p>
225	<p>I wonder If you spent more energy in allowing teachers to teach reading, writing, correct history, critical thinking by not using common core and memorization we'd have kids equipped for reality. I wonder If you stopped using teachers as the means to break down trust in family relationships we'd have a better society.</p>
226	<p>How will classroom size affect a teachers ability to meet each students unique learning needs? As a former teacher, I can attest that unique learning needs are difficult to meet when you have classes pushing 40 or at 40 in core general education classes.</p> <p>Do schools need to consider training for teachers to better understand how to tie in student realities/experiences? While care should be given with regards to gender identity, sexual orientation, immigration status, these things shouldn't be put on display or be brought up just because of a student's situation.</p>
227	<p>I do not think teachers should be e evaluating a student's trauma, sexual orientation, gender identity etc. This is an inappropriate overreach and a misuse of time and money!</p>
228	<p>about the wording in element 3. We all realize that everyone comes from diverse backgrounds and experiences. I don't know that we need to identify certain categories. "The teacher recognizes personal and social circumstances as assets and values diversity among students" should suffice.</p>
229	<p>How are teachers supposed to evaluate a child's trauma? And on that note, why should teachers have to do that? "Gender identity" is not something that should be discussed in schools and teachers should not be having to worry about anything like that. Not a fan of element three at all and it should be revised or removed.</p>

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230	if Personalize Learning needs more to it than background knowledge It seems like Element 1, 4 and 5 have similarities that should be combined (ex. background knowledge and vocabulary added to Element 1, students designing and assessing their own learning added to Element 4, no Element 5)
231	How on earth a teacher is supposed to know about things like exposures to trauma, family background, etc. Not everyone is open about their personal lives. It may cross ethical lines. How would this even be measured as successful? It sounds like a nightmare.
232	Everything that isn't teaching curriculum sounds like the job of a mom or therapist. Teachers are not supposed to be mothers or therapists.
233	Element 3 seems overwhelming for the educator. It is unclear as how to truly measure this element. There are topics here - gender identity, sexual orientation - that educators have been strongly directed to not approach with students. This has led to the dismissal of educators. How to measure a student's exposure to trauma? Is this measurable?
234	This seems to be an informal assessment practice. How is data going to be collected on such?
235	This standard should include a collaboration element such as "The teacher collaborates with other educators to help design learning activities for diverse learner needs."
236	Element 3-exposure to trauma does not belong in the same sentence as "asset" or the other qualities. Trauma takes years to heal, often impedes development socially, emotionally and academically. Please remove that from this element. Teachers do need to recognize, and to handle with care, but it is not an asset. Element 5 suddenly becomes something a student should do-it needs to read "The teach, in partnership with students,....." Please keep the grammar consistent.
237	Why does Standard 1 Element 5 describe what the STUDENTS will do rather than what the TEACHER will do? If these are Effective Teaching Standards, shouldn't they be presented in terms of the teacher's actions and attitudes?
238	I wonder how element 3 will be measured. I also wonder how element 5 will look in a prescribed learning curriculum such as the one my district is using. It doesn't allow for such assessments.
239	Are element 1, 2, and 4 attainable for all students with large class sizes?
240	I wonder if required planning time will be implemented to help teach personalize learning. Differentiation is great, but requires time. I wonder if we could build planning time into the Elementary day with specialists like music, art, PE to ensure this happens without adding extra demands on the teacher.
241	Element 5 What does designing their own learning look like - Does that mean choosing classes or specific subject areas that are of interest to them?
242	Will each of these work for all the grade levels?
243	I don't feel I need to know the students sexual orientation. That has nothing to do with learning or academics. I wonder why sexual orientation is ever even brought up in education.
244	What research or evidence or teacher input led to any of this. It seems entirely EdTech industry driven.
245	Element 5 seems like it is a standard for a student rather than the teacher. Perhaps wording it more about the teacher facilitating personalized learning by providing options and designing learning in collaboration with the student.
246	1. with the turnover rate of teachers, do we have the experience to connect background knowledge to new learning? 2. how we introduce the concept of the whole child without rubbing up against [predominant religion]'s concept of acceptable form? I believe it is in the framing of this topic. 3.
247	if there will be guidance for teachers to review examples of the proposed standards.
248	Politically, it would be helpful to stay away from the word "diversity". In this context, are we not meaning "uniqueness" as opposed to "racial diversity" which is, unfortunately, what people immediately think.
249	how teachers are going to design a specific learning opportunity for every student

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250	Element 3 concerns me as a parent. Discussions about who someone likes to have sex with is not standard education. Too often teachers infuse personal belief on race and sexual orientation. My high schoolers are very clear about the political beliefs of certain teachers at school and that is sad. Those things should be left at the door. Teachers can ask questions and allow student discussion but too often classrooms are a podium for teachers person beliefs which is not acceptable in public education.
251	I wonder why it sounds like (in Element 2) "exposure to trauma" is an asset. I understand what the Element is trying to say, but the wording is clunky.
252	I wonder why Element three is something a teacher would be asked to seek out and do? Teachers are Humans and will not be able to be subjective when analyzing students. Teacher will project their own issues onto children. Element three is something a parent or therapist should be doing, NOT a teacher.
253	aren't teachers already doing this? Why do we need to make a state standard for it?????
254	How a teacher can meet and teach highly advanced and students on IEP plans and differentiate lessons without support?
255	How do five year olds really help design their own learning? For that matter, how do any young children design their own learning and still do well on state assessments?
256	In Element 3 I wonder if such a focus on diversity, etc. will lend to a mentality of victimhood where an individual's value correlates with the severity of that victimhood. I would like to see a focus on the idea of students of diverse backgrounds coming together and supporting each other in their learning. Also, how would this element be observed and objectively assessed?
257	I wonder how teachers will be supported in this way.
258	Sounds good on paper; I wonder though if this would actual be in practice in the classroom. In my experience with my own children I learned that school boards and teachers ultimately decided who was helped and who was ignored.
259	How do I know everything about a student identity? How do I have students design their own learning? How do I do this for an entire class?
260	Why this is all about the teacher and not what the student is learning. Seem off base.
261	Do teachers have the time to do all of this? They are already teach and have personal life's. We should not be mixing the school counselor role with their jobs.
262	How teachers will effectively differentiate for each and every student as element 1 indicates and still have time to teach and grade. 40 different lessons in one class?  Why students' essential life skills for keeping a job are not included. i.e. rigor, grit, diligence, integrity, ethics, punctuality, responsibility, competence, citizenship, Community.
263	I wonder if the vagueness of these standards will allow teachers to practice inappropriate damaging practices and still justify them under this wording.
264	how are you defining "unique learning needs" how could teacher programs prepare teachers for this could you include examples of each
265	what you mean by students participate in designing their own learning
266	#3 Needs to be looked at .... Parents, fellow humans , need to keep a look out for wrong intentions by not good people!
267	HOW does the teacher do all of these?
268	If teachers will be required to give personal plans for each individual- which would be too much
269	#5 does not seem to be within the control of the teacher. Since these are standards for teachers and will be used to measure a teacher, #5 should be reworded or eliminated. Teachers should not be measured on elements that are dependent upon another person (in this case, the student).
270	I wonder why you can't stick to teaching basic facts without making everything so political and infused with certain narratives. If you can't provide a "dislike" section, you're not worried about real input. Don't teach my child their

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	"identity" they will do that with parents help and gods help. Don't force your version of "successful" criteria. Success is defined by morals and ethics, something the public school system doesn't focus on. Don't focus on sexual orientation. It has nothing to do with the ability to read, the ability to write, or complex math which is ALL that the school should be providing.
271	I wonder how you are going to assess these standards in the short observations you can do, and how you are going to take into consideration the impact large classroom sizes have on the ability to demonstrate these standards, even when you are trying to do them.
272	What criteria will be used to assess if the teachers are proficient in these areas.
273	In a perfect world the above listed elements are spot on. In reality how does any one teacher make all that happen give time and preperation constraints. Time to prepare and be over prepared allows a teacher to teach effectively making adjustmenst on the fly. Until we give teachers more time to prepare this is simply a wish list.
274	I wonder how to actually value identities of students who are transgender, gender-fluid, or genderqueer. According to Utah law, teachers have to receive parent permission in order to call a student by a name different from their legal name. It seems like this standard, particularly element 3, is incompatible with current legislation.
275	If this is even possible. The average student load on a Salt Lake City School District middle school math class is so high, it would be impossible to reach them each on a unique level when seeing 30 something students for 1.5 hours every other day. While comparing locations, I wonder if it is fair to place the same standards onto a teacher in Glendale Middle School as compared to a middle school in Blanding Utah. They are not the same and the standards cannot be applied equally.
276	I wonder what was intended as students designing their own learning? Is this pushing more toward Montessori techniques (which there is a lot of controversy about), or more about allowing for student choice wherever possible?
277	How will you evaluate to see that a teacher is doing this? If the legislators pass the new curriculum bill, how will a teacher accomplish element 1?
278	The wording of element 2 leaves me wondering where some teachers might draw the line at the type of relationships they are building with their students. While all relationships should be positive and authentic, students should have a different type of relationship with their peers than with their teachers for ethical teaching to occur. While I recognize that the element is striving for teachers to encourage positive and authentic relationships between learning partners in the classroom, I feel like the wording of this element can be misinterpreted to having the same types of relationships across the board.
279	How do you evaluate elements 2,3, &5?
280	I wonder if personalized learning might also invite leaning too much on technology and backfire in crowded classrooms and isolated learning.
281	If element 5 could be worded differently so it's a teacher behavior, not a student behavior.
282	Element 3 is completely unacceptable. Gender identity, sexual orientation have no place in education. Most of the other categories as well. Stick to to teaching students about math, reading, science. No wonder our kids are so b screwed up. It's not your place to teach them progressive nonsense.
283	I wonder why Element 3 can't just say something like, 'we value all of our students as individuals deserving of respect. '
284	What can be done to show the age differences in this standard. Developmentally younger students are not able to design and assess their own learning. They may be able to evaluate it after they have been taught. When a student is just learning what a number and a letter is this part of the standard necessary?
285	I wonder how 3 and 4 became a teachers responsibility? How can they do all this on top of everything they already do? My friend is a teacher and honestly, I've seen the joy in her leave over the last 5-10 years and she's ready to quit. Teachers can't be responsible for everything!
286	about the use of the word disposition. Disposition feels like something that is a personality trait of the teacher that doesn't change and if the teacher doesn't have the right "disposition" then they're not fit for teaching.
287	Standard 1: I wonder if awareness and sensitivity are "enough." Element 1: How are competency defined and goals determined? Element 2: Similar to my concern with awareness and sensitivity, the verbs "recognize" and "value" seem more

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	aspirational than based on what can be observed and practice. What will teachers "do" or "demonstrate" to show awareness, sensitivity, recognition, and value of differences. Element 5: I wonder if the concept of "personalized learning" could be better understood in the context of Universal Design for Learning as essential to Tier 1 instruction.
288	Element 3: as a blanket statement pertaining to all grades, "gender identity" and "sexual orientation" are inappropriate subjects for teachers to discuss with minors, especially the very young who are not sexual and are easily swayed by a teacher's bias. Element 5: students should not be assessing their own learning. That's the teacher's job, isn't it? Otherwise, every student will give themselves consistent high marks.
289	How will these be assessed?
290	I wonder how Element 5 will work in a K-3 classroom with 30+ students.
291	Why are teachers involved in children's sexuality and gender? The teachers should leave that to the parents.
292	-how one shows Element 3, i.e. that they "recognize(s) personal and social circumstances as assets and value(s) diversity among students..." This statement is followed by all of the typical political buzzwords to check off diversity boxes...can we please make this process less political and more about meeting individual student needs?
293	Teachers are not therapists. How are teachers going to know about a child's trauma background, sexual orientation, gender identity and immigration status- this is way out of a scope of a teacher
294	I wonder why the education system is so obsessed with knowing what kind of person children are sexually attracted to. Leave sex out of school!
295	When and how do the teachers identify the student's unique learning needs? What evidence will be used that the learning is tailored to each student? Keep in mind that secondary teachers have upward of 200 students. Training teachers on how to do those 5 Elements is critical.
296	Element 3 is ridiculous
297	How element 3 can be evaluated?
298	What do you mean in element 2 by "supports students building similar relationships with each other"?
299	how element 5 will be assessed and measured.
300	if personalize learning is a stretch. Of course I make concessions for students with IEP or 504 plans. However, I do have a time line and so does the student. They can't pick and choose what the student wants to assess or not. They aren't in charge of their own learning.
301	if an exemplar could help define what each element could look like
302	Just do your job and teach our kids how to think- not what to think. Stick to your job of educating-math, science, English. Your job is NOT to teach moral standards to children. That is reserved for parents. Stop creating special groups based on anything that goes beyond human being. Race, gender, economic background, language, family background...has nothing to do with 2+2=4, the facet that the earth is round or that adjectives are descriptive words that come before nouns.
303	Exemplars will help people align to the intended targets, instead of saying oh yeah we are kind of doing this already if it is tangentially related.
304	What does it mean to the writers to "value diversity"? This might be interpreted in different ways - effectively and ineffectively.
305	how effective it will be, as i this current political and social climate, people are very polarized and this seems like it will be something many parents have issue with. The phrase, "That's something parents should be teaching, not schools." comes to mind.
306	I wonder how it can be effectively observed by administrators (not that it should be something that just needs to be checked off the list).
307	I wonder how these will be assessed.
308	I wonder how we can live up to these ideals in the current realities of our jobs: Class sizes that have grown beyond the safe limits of our buildings, mandated testing as our priority, apathy of students, a national culture that values

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	<p>grades and degrees but not learning, and the demands of lesson preparation and grading to give feedback with very limited contract time to do it all.</p> <p>I wonder how we will be evaluated on these standards. It will be impossible for an administrator to witness in a short visit these behaviors that require hours of constant efforts. Individualized lessons and evaluations require much more time for preparation and grading than we are given, and teachers can't guarantee that their extra work on individualized lesson will produce visible public results because learning ultimately depends on the choices students make.</p>
309	if you think teachers are going to have time to do all of these things while you continue to ADD standardized testing
310	#5 this puts the choice and responsibility on the students. I believe it should say "In partnership with the student, the teacher....."
311	I'm wondering, after considering elements 1 - 3, how specific students such as multi-language learners, or students with disabilities will access these elements. Will there be explicit rubrics, diagnostic assessments, surveys, support, and scaffolds to help inform students and educators to determine the student's areas of strengths and weaknesses, emotional intelligence (strengths & needs), disability-specific strengths and needs, or IEP goals (when applicable) to build a plan for accomplishing elements 4 -5?
312	what helping students develop understanding of themselves as learners looks like in the younger grades
313	I wonder how efficient it will be for the teacher to "guide[s] the students in establishing and assessing success criteria" and have the students "design and assess their own learning," since teachers must teach a core curriculum. I can see that it would be helpful for student to feel as though they are participants in the process, but perhaps it is worded a little one-sided, as though the students will have more say than they (or the teacher) actually do.
314	Assets include: disability (isn't a disability the exact opposite of an asset?), exposure to trauma (who wrote this?!?).  Element 3 is a joke. I don't value those things. They are what they are.
315	Element 4: I can get on board with helping students identify their success in learning but I can't imagine how I can teach elementary age students (especially the primary grades) to develop an understanding of themselves as learners.
316	If there will be more extensive trainings on how to do instead of just what needs to be done. Such as: the training about not yelling at students, there was no what to do instead, just don't yell.
317	Being able to help students understand who they are in all areas is not the teacher's job - when do parents step up again and do their job. They brought them into this world and it is their responsibility to instill identity in them....not the education system. We will get sued like crazy for this because there will be someone out there who does not agree with what is being taught. Parents need to do their own parenting - start there.
318	Question 3 should end at "diversity among students" and not list out potential differences. Your wording invites discrimination.
319	Element 3 Leave the statement to read "The teacher recognizes personal and social circumstances as assets and values diversity among students." Even with your disclaimer of "including, but not limited to" a group/person will be offended if they are not specifically mentioned. You can't name them all, and someone will always be forgotten, or a new group form/evolve in the future you have no way of anticipating, so just don't name them.
320	In element 5 if more direct language should be used for what the teacher does. (what the teacher does is what is in our sphere of influence). Other elements use words like creates, builds, recognizes. and guide. This element focuses on what students do.  In element 3 if we build communities by a focus on the ways we are different. Do we really want to say that exposure to trauma is an asset? I think we would be better served to put the final period after students. What would a teacher of a homogeneous classroom be expected to do? Perhaps this element would be better connected to the idea of building a classroom community.
321	What this looks like in the current political climate of Utah
322	I wonder if it would be more clear to add the word "professional" in there to describe the relationships between teachers and students.
323	Why we don't focus more on standards that are focused on learning. Instead of lumping building relationships, student identities, and self-awareness.

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324	Design for learning needs: possible professional development on THE MODERN CLASSROOM PROJECT <a href="https://www.modernclassrooms.org/">https://www.modernclassrooms.org/</a> Teachers need a coach to understand how to build relationship effectively and specifically with those students with whom they don't want to create that relationship
325	I wonder if the language used in the description of Element 5 fits better in Element 3, and if language could be added to Element 5 that more clearly addresses the link between personalization and differentiation.  I wonder if language should be added to Element 1 that mentions student mastery of academic standards.
326	I wonder if the summary under the heading "Learners and Learning" is comprehensive enough to cover all 5 elements
327	I wonder what the load will be like on teachers. I don't want my kids being taught by a computer although I'm not against technology. I think the human element is vital to education.
328	how to help students design and assess their own learning. Since the pandemic, I have seen an inordinate amount of apathy in students. I don't know if more choice and control will be the antidote to that, or if it will be a complete disaster because students don't want to be challenged.
329	I wonder how we will change our testing practices (at a state level) to reflect these teaching standards. If we are to recognize and honor personal and social circumstances as assets and value diversity, we need to be willing to assess students in ways that mirror that.
330	What things people would look for to demonstrate that they are doing this in their classroom.  I also wonder what this will look like in terms of teacher evaluations when you have an experienced teacher who is just learning about PCBL. Will they get approaching, or beginning marks as experienced teachers and how will that make them feel.
331	Element 1: This is a constant challenge for me as an educator as I try reaching "the one." Sadly, in classrooms of 30-40 students, I fall short of this goal daily. Element 2: Again, I find that when I teach large groups of students everyday, I am not able to have authentic experiences based on the demands placed upon me and I often feel frustrated with myself and my inability to attain that goal. Element 3: I am a professional educator and as such I teach content. I am not however, going to play act that I agree with the woke culture around me. I disagree that I am to "appreciate" every student's sexual preferences or gender identities, religion, trauma, etc, etc. This is an area that I believe would better be left unstated, or better yet to say that "Professional educators agree to teach equally every student regardless of culture, religion, sexual preference and identity." This statement can be measured, due to each student being provided equal opportunities to learn and interact with their teacher. If a student however, is able to say that "My teacher doesn't appreciate whatever is unique about me," it could be feelings-based, and not standard-based. This standard is not an authentic representation of any one teacher's ability to be all things to all students. Likewise, I don't want to know much of the personal backgrounds of my students. If I need to know all that information, then I would be a sociologist or even a psychologist. If there's any kind of private information like that, then I believe it's better it be left private. I personally don't want to know so details about my students. Where do we draw the line on personal and private matters? I guess this is the teacher's right to know? I don't think so. Teachers need to be left on a "need to know" basis.
332	I wonder if USBE understands that these teaching standards need to be coupled with, ideally, NO MORE standardized testing that is in conflict with the achievement of these teaching standards, and that if testing must continue, it must be aligned with, supportive of, and directly amplify these standards (e.g., performance assessments with a student disposition component, reflecting what we value most). Fear of testing and a prevalent misunderstanding and misapplication of "data-driven decisions" by administrators/districts/parents is DESTROYING the ability for teachers to prioritize the essential teaching standards. Regardless of the fact that test scores and effective teaching standards *should* not be in conflict, the truth is that they *are* in conflict in practice, no matter how hard we try to gaslight teachers and tell them how beautifully the research shows that testing and effective teaching practices are not in conflict. So, YES, let's adopt these new UETS, but the only way to not sh*t the bed is for our assessments to either disappear or fundamentally change. The current situation is an embarrassing contradiction and circus-show of hypocrisy.
333	How teacher growth and success related to Standard 1 can be accurately measured.

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334	<p>On element 1, could it be reworded to focus more on the learning experiences rather than the unique student needs?</p> <p>Element 5 seems to jump from focusing on the teachers and focusing more on what the students will do.</p>
335	<p>I wonder why are we moving the work for educators from clear goals understood by parents and the public to a very "child"-centric approach in education? In parenting, we call this a helicopter approach or permissiveness. We know the consequences as children push boundaries and are uncertain where they are truly going.</p> <p>There is a difference between respecting individual differences and unique learning styles and patronizing the self-centeredness of children.</p> <p>I wonder if authentic relationships should be "professional" instead. I wouldn't blur this relationship in the school setting.</p> <p>The language is all emotion-based language and not academic in nature. Clear expectations for learners and adult engagement need to be spelled out.</p> <p>Keep it simple.</p>
336	<p>In element 1, I wonder what would be defined as skills.</p>

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## Standard 2: "I like..."

1	The focus on clarity.
2	great inclusion of the importance of relevance and empowerment of students to to be 'active participants' in their learning.
3	The focus on clarity overall.
4	As with Standard 1, there are 4 Elements. Just the right amount.
5	That the elements are a target to reach and measurable
6	I like that the teacher is supposed to "demonstrate" We've got great teachers, and I appreciate that we are focusing on getting to highlight their expertise.
7	The term instructional clarity.
8	Excellent!
9	There isn't always "multiple ways" to demonstrate competency, and mandating that isn't a responsible policy.
10	General content
11	I like that it focuses in more on instructional things.
12	I like anything that incorporates a UDL approach/mindset into the expectations.
13	I like the ideas that teachers should be proficient and able to "design" appropriate, interesting, and individual learning opportunities.
14	Since the new buzzwords are 'teacher clarity'--I like that it has been linked to the instructional elements. The meaning of teacher clarity becomes much clearer and easier to apply.
15	I like them all.
16	that teachers are expected to teach, collect data, and examine the impact of their teaching on student learning.
17	This is very good.

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18	I like the focus on using student progress data to make decisions as to how to scaffold. I also like the focus on well-defined student success criteria.
19	I like the focus on clarity so that instruction is planned purposefully.
20	I like the message of clarity and intention in instruction. I also like the expectation for meeting students where they are.
21	All of it!! :)
22	My favorite part of this standard is Element 4 that focuses on equitably offering students ways to engage in their own learning. I think that is such an important aspect of teaching and learning.
23	Perfect! Clarity is such a critical component!
24	All of it is excellent.
25	LOVE the language of "learning intentions and success criteria" in Element 1. LOVE the reference to evidence-based practices in Element 2.
26	that technology is not separate standard, it is embedded
27	Less words! When you make an evaluation template for these standards please also try to use less words than the last one. The last one was just too much, in so many ways.
28	well-sequenced learning experiences.
29	I like the focus on multiple tools/strategies for learning. Rather than focusing on the often repeated myth that students only learn or best learn in one specific format.
30	That this is on target with research and focused on teacher clarity.
31	I like element 2 and how it emphasizes the importance of acknowledging where your students are coming in at, the progress they've made, and having an understanding of where they are going.
32	they all seem important
33	The clear focus on the importance of differentiation and scaffolding in our teaching.
34	Teachers need to not only demonstrate comprehensive understanding, but they need to use multiple tools and strategies to engage learners.
35	I like Element 1, how clear it is, and can help new teachers understand how planning leads to learning.
36	I see permission here for teachers to differentiate curriculum.
37	The teacher helps the student have quality experiences that are aligned with state standards.
38	I like the all these elements. I feel they all apply to any teaching. Sequenced learning is extremely important to me as a teacher. I feel the students learn a lot better in a specific order.
39	the overall theme of professional instructional clarity
40	I like that teachers are given agency to adapt and adjust teaching as needed to meet student needs.
41	-Element 4 focusing on student engagement is critical.
42	The concepts here
43	These look good.
44	I like that dispositions are included in the definition of this standard, but I don't see any dispositions reflected in the elements?
45	I like this standard and all of its elements.
46	Looks great!
47	I like how Instructional Clarity is defined in relationship to purpose, progress, design, and engagement between teachers, subjects, and students.

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48	I like the competency based learning. Students should be allowed to show competence through production, assignments, or tests.
49	This emphasizes the professional characteristics of the teaching profession.
50	These look good
51	The scope and sequence of design, implement, and provide multiple avenues to demonstrate competency.
52	the ideals represented in this standard 2
53	This is new to me. Clarity is always the goal.
54	Love these standards
55	I like that these standards address student self-evaluation. We know that has a high effect size.
56	Very well written.
57	The content clarity element.
58	the emphasis on progress.
59	I feel like these standards have been stated clearly. They are easy to understand the expectations.
60	I like the emphasis on student progress data as a basis for making decisions about instruction and scaffolding.
61	It's difficult to compete with engaging students who come from R and X rated families. The x-rated family is a menace to society at best.
62	Learning target & Success criteria
63	The term clarity is very applicable. The four ideas of content, progression, design and engagement are perfect.
64	The inclusion of success criteria. I love the word choice of demonstrates, strategically. I like that it states these experiences are aligned within and across grade levels. This creates teachers to make connects and talk to each other. Teachers need to understand the student learning progression.
65	I like the use of learning targets
66	Good.
67	1. I think good teachers always have an answer for "why do we have to do this," so I like that making the relevancy of the content is emphasized here. Sequencing is also a great focus, especially for new teachers who are still learning how to make the curriculum flow. 2. I don't think vertical alignment between grade levels that work in different buildings has been emphasized or made very practical, and I like the idea of working in conjunction with younger grade levels in the district to make sure that we are building from a common place and common experiences. 3. Letting students know what they need to do to succeed is a great teaching tool for students, teachers, and parents alike. Definitely keep element 3. 4. I think it's great to emphasize that students should have multiple ways to demonstrate learning and competency.
68	These are great standards. This is what we want teachers to be able to do.
69	I like that Element 2 clearly builds on Element 3 from Standard 1.
70	I liked Element 3 about planning high quality instruction.
71	Learning targets and success criteria being included in the evaluation.
72	Clear defined goals
73	I like the learning progression clarity, specifically the word "strategic."
74	the elements involved in bringing more clarity to daily instruction while scaffolding the components.

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75	Element 2 - strategically sequenced learning experiences Element 4 - intentional use of multiple tools and strategies
76	the concept of Instructional Clarity in theory.
77	I like that instructional practices show up in more areas.
78	This is an important area.
79	Success criteria and learning intentions!
80	It emphasizes the teacher's role in the creation of instruction.
81	The wording for all four is specific to the clarity being developed or demonstrated, and it can be demonstrated by teachers in all grades K-12.
82	-prioritizes learning progression - points to a longer term view of teaching and content -anchored around clarity.
83	The focus on clarity in design, communication, and delivery.
84	The logic of how the teaching will be sequenced and based upon planning and data.
85	The inclusion of teachers adjusting their lessons to meet the needs of students and assessing students in multiple ways.
86	All of it
87	That students can demonstrate competency in a variety of ways.
88	That clarity is a standard. It is the #1 indicator of student learning (Rosenshine & Furst, 1971). And critical for teachers to exhibit
89	The expectations of quality of material delivery and knowledge of subject matter.
90	That you include STUDENT ENGAGEMENT in the overall standard stem! If the students are not engaged, it doesn't matter how clear the teacher is!
91	I like that teachers should have a comprehensive understanding, but they also need to be able to set "best practices" aside when it's obvious that the mandated lesson plans are steering kids towards a particular political ideology or casting negative and untrue assertions about facts, people, and ideas that the teacher or curriculum is biased against.
92	These are well written.
93	-the idea of strategically sequenced learning experiences
94	These all sound great
95	Not much
96	building engagement in students through use of multiple tools and strategies and often allowing students to choose the strategies they know will work best for them.
97	I like the emphasis on learning intentions and success criteria. Learning progression leads into feed up, feedback, and feed forward. I think this is important for all, but especially for new teachers.
98	I love that there is a focus on standards, a pathway to meet those standards, clarity, and multiple ways to meet expectations.
99	I like the mention of scaffolding and the more specific goals.
100	I like the idea that learning should be authentic.
101	the emphasis on relying on student data to make decisions.
102	This standard is important. However... See below.
103	I like the emphasis on competency-based learning and using student data to scaffold and adjust learning.

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104	These standards in theory.
105	That you reference the Utah core standards, that's where we should focus on teaching in our schools.
106	This all is pretty standard.
107	Not really any change here. Looks the same as old standards.
108	Element 2 the most but support ideas in all. The opportunity for students to be involved in their educational growth is important.
109	I like that you call for clarity in lesson planning and student engagement. I firmly believe one of the issues facing the k-12 classroom today is that teachers go through great training to run a classroom and learn their discipline only to be overwritten by core curriculum that quite frankly has its head in the sand.
110	Those who wrote this think they are smarter than teachers because they use multi-syllable words but they really are not that smart.
111	That teachers are treated as learners as well. And that it gives permission to assess learning in multiple ways
112	All of this. It is best teaching practices laid out.
113	This standard. I especially like that technology was added.
114	The idea of well defined success criteria. It's good for students to understand what success is going to look like.
115	I like the focus on engagement
116	I love that we are providing multiple ways to support students. Much of this is what I do in my classroom everyday, however it is very taxing.
117	I like most of it.
118	That it encourages teachers to work with students on individual levels and find what works best for the student.
119	That you are tailoring the learning to the students individual needs.
120	High quality teaching and learning practices with personalized based learning.
121	Element 1 the best. It's clear and straightforward.
122	I like the learning targets and scope and sequence. What is 'success' in a class being defined by standards or skills demonstrated is good, rather than participation points or extra credit.
123	I love sequential learning and scaffolding. Some things are kind of one time enrichment experiences though, and don't necessarily need to be scaffolded in so much.
124	I like that the teachers should be familiar with the core standards.
125	I like that there is a standard on clarity. I like the focus on objectives in Element 1 and 2.
126	these elements overall. All important parts of being an effective educator.
127	the emphasis on clarity
128	I love the PCBL language integrated here. It makes it much easier to align our teacher focused goals with our PCBL implementation.
129	I very much like that Element 4: Engagement clarity implicitly reflects some understanding of Universal Design for Learning (e.g., emphasis on technology, and providing opportunities too demonstrate competency in multiple ways), however, I think it is important not to conflate "learning" with "competency". Can both be defined?
130	Like all these
131	engaging students as active participants, multiple modalities for learning and demonstration of learning
132	learning progression is clear and easy to follow

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133	I like all 4. They are clearly written and realistic.
134	I like that this seems personal for students and holds teachers accountable for knowing and understanding their curriculum.
135	everything
136	The teacher should be familiar with the teaching standards and lesson when teaching.
137	Very little in these layers of hoops you are making teachers Jim through.
138	Element 2 - I like that students will have opportunities to reflect upon and assess their own growth. I like that students should be accountable for their own educations, and appreciate that their teachers will support them in this regard.
139	Sounds good on all elements.
140	How simple and short the explanations are. It makes the standards and elements very easy to understand so teachers can focus on implementing them rather than understanding them.
141	I like how each sub element is described here.
142	I like
143	I like the focus on knowing where a student is and adjusting the curriculum to meet needs. This puts the focus on analyzing data and its importance in the learning process.
144	how this standard gets explicit with how this can be observed in a classroom
145	I love this one and think it is very clear!
146	I like scaffolding instruction and presenting an intentional path spanning grade levels to achieve an end goal.
147	The words instructional clarity.
148	I like that there's still alignment with standards.
149	I like that the standard seems to give the teacher more flexibility if they can justify why they are doing what they are doing with data.
150	The use of evidence-based practices. That can stay.
151	How this entire section falsely assumes teachers actually get to choose their own curriculum and how to teach it. I'm not even allowed to organize my own reading groups within my own classroom; administration does that.
152	2: This sounds sensible.
153	Its fine
154	I like the element in the sense that it outlays the structure for teachers to take content and lay it into curriculum mapping.
155	Unfortunately, there is no expectation that newly hired teachers will have any understanding of the Utah Core Standards (#1). It takes several years to develop "authentic, well-sequenced learning experiences" and then 1/2 of new hires are gone. I believe new teachers need a great deal more help with daily classroom instruction than they currently get.
156	I like this section!
157	I like the focus on pcbl, I like the use of learning experiences to describe the many types activities teachers can utilize from tasks, practice experiences, and even allows for lecture when needed
158	The sequence and clear understanding of the core.
159	I like the detail and clarity of these objectives.
160	Teachers teach only the subjects they are being paid to teach.
161	Again, all good.

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162	All of these items
163	Well-sequenced!!! As a coach, this is the number one error I observe during instruction.
164	Liked all of it.
165	Clarity shows knowledge and understanding.
166	I like in Element 1 the language "pathways to student mastery". I really like the focus on clarity. I especially love that the teachers are providing clarity to their students. I also love that in Element 3 it includes the act of relying upon student progress data to scaffold and adjust learning.
167	Focus on Clarity because it is so important to sound instructional design.
168	I like the focus on creating well designed and thoughtful plans. I also like the focus on student self assessment, using formative assessment to guide instruction, and incorporating multiple modalities into both instruction and student demonstration.
169	Active learning.
170	Comprehension is so critical. I like that it is a focus.
171	I LOVE the framing of clarity vs. quality. This is a characteristic that students often refer to when describing their favorite teachers without using the term.
172	Content clarity is important and it should be available and clear for parents to access and understand.
173	Giving the teacher tools to diversify her strategies for all levels on knowledge is ideal. That is having a differentiated classroom.
174	The ideal... if only a teacher could HAVE enough time with each student in their large classes! At best, you shoot for the median and design 3 levels of learning to accommodate as many students on the fringes as possible. Not a new concept.
175	All of these! Well-worded and applicable
176	I neither like nor dislike this standard on it's face. I think Utah's core standards are a joke
177	success criteria. good!  I like having students (element 2) know where they are reflect on their own growth.
178	Balanced elements of content, learning progression, instructional design, and engagement and the presence of indicators for clarity in each.
179	This all seems fine
180	None of this.
181	I like the focus on scope and sequence with a clear knowledge of what students need to know and be able to do.
182	1. the inclusion of strong assessments 2. the inclusion of sequencing learning experiences 3. asking all teachers to use multiple modes of presentation for their students.
183	I like this entire standard, and in particular, Element 4. Element 1 speaks to the teacher's ability to craft learning intentions and success criteria. Element 2 speaks to the teacher's ability to sequence and assess a progression of learning. Element 3 speaks to the teacher's ability to craft and design lessons responsive to student needs. Element 4 speaks to the teacher's ability to craft lessons for ALL students.
184	the explicit expectation of evidence-based data.
185	Element 1 is great!
186	I like the focusing on sequence.
187	I like how cute these ideas are. In theory healed Humans, that are teachers, that have expanded their consciousness, would be able to genuinely execute these ideas. Unfortunately, this is not the World we live in.

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188	I believe teachers are already doing this.
189	Element 2 - a must!
190	that you included student mastery demonstrated in multiple ways
191	I like the focus on clarity to make progress happen, for students and teachers.
192	That these are basically the same as our old standards.
193	I like the nature of this...
194	Data will be used to drive instructional practices. I also like that learning can happen in multiple ways.
195	I like that the teachers are being held to this standard of understanding and teaching.
196	Nice.
197	I like that each standards starts the same-with knowledge, skills, and dispositions. From my perception knowledge is an entry level, skills is a moderate level, and a pure disposition to do it automatically is a high level.  I like that it's Instructional "clarity," rather than just strategies. It differentiates between being "book smart," and using strategies towards a bigger goal.
198	I like that it acknowledges that students have different strengths.
199	the different areas for clarity make this a richer standard and builds better understanding for the teacher to know what is expected and to do it.
200	I like that teachers should communicate the relevance of their content to their students. This seems like a no-brainer, but it is too often not done. I like that learning progression should involve vertical alignment and provide students opportunities to reflect on their own growth. I like that this puts the focus on growth being synonymous with success. I like that teachers use data to drive their teaching to ensure that students receive the instruction they need to better help them be successful. I also like that teachers should use different delivery methods and modalities for instruction and knowledge demonstration to meet the learning needs of all students.
201	I like the way this is broken down to specific instructional skill areas which work together to increase instructional effectiveness. Nicely done!
202	I like the global approach these elements take, but
203	How the elements are laid out.
204	Standard 2: I appreciate the focus on sequencing of material that follows developmental and learning trajectories. Element 2: Students reflecting upon and assessing their own growth is fabulous for students' motivation and investment in their learning.
205	I like the whole set up of these areas.
206	I like that this focuses on organization and sequencing of material.
207	I like Element 4 - demonstrating competency in multiple ways.
208	-that there are only four elements, but is that realistic given how jam-packed these four elements are.
209	Element 1: I love that all learning experiences are aligned to clear learning and success criteria. (End in mind). Element 2: Progression in the secondary world is not talked about very often. It is important to know where students were and where they are going. Element 4: Teachers provide opportunities to demonstrate competency in multiple ways.
210	Defining "clarity" across all four elements. Thank you!  Explicitly including sequenced learning experiences both within and across grade levels.  Relying on student progress data to adjust as necessary to meet well defined success criteria.

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211	Element 1
212	this standard and it's elements and feel it has been thoroughly developed
213	Learning progression clarity. Each student progresses differently.
214	These all sound good. Basically the teacher knows what they are teaching in a vertical alignment as well, has clear objectives and learning goals and makes sure the students also understands that and provides meaningful lessons to achieve those.
215	the connectivity among previous and current curriculum, and background knowledge.
216	it all.
217	The focus on teacher clarity
218	"Learning Progression Clarify" - I think this is key in student growth. Somehow, we've got to get kids to take ownership of their learning.
219	I like this one.
220	evidence-based learning practices and competency-based learning
221	I like the way that Elements 1 - 4 have a very universal design for learning(UDL) approach for all students.
222	facilitating evidence based practices
223	I like that the elements call for evidence-based practices.
224	I appreciate the freedom to be able to use different strategies to engage students.
225	I like everything about this one. Teachers should be able to clearly know and understand what they are teaching.
226	This looks good.
227	The wording of elements 2, 3, and 4. There is clarity on the teacher role and a comprehensible listing of expectations that each lead to student success.
228	how learning scaffolding will fit into all of this
229	I don't like this standard at all. It's not observable.
230	These are slightly more content focused.
231	I LOVE personalized, competency-based learning. It's the future!
232	The importance we have to give to clarity
233	The four standards. I think they provide clarity of purpose while not being overly prescriptive regarding strategies/techniques.
234	It answers "why do we have to learn this" I like that there are choices for kids to demonstrate competency. It plays to their strengths as individuals and will lead to confidence.
235	I like anything we can do as educators to clarify expectations of what we want the learner to learn.
236	element 4, "equitably engage each student." I really like the big idea aspect of Element 2 with the vertical and horizontal collaboration. I like that there is more focus on engagement and clarity instead of just content knowledge. I like the formative assessment ideas in Element 3.
237	that teachers need to understand where students have been and where students are going. I think this will really focus instruction.  I also really like the included language of learning intentions and success criteria.
238	I liked Element 1. I thought it was well worded.

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239	<p>Element 1: I like that teachers are able to design well-sequenced learning experiences.</p> <p>Element 2: I like that teachers are to guide students through their progression. This is motivating to students when they can chart their progress and see where they were, where they are and where they're going.</p> <p>Element 3: I totally agree that students need to know that academic excellence is the goal of the educator. High quality standards will continue to achieve successful results.</p> <p>Element 4: I like that technology is encouraged here, but I disagree that technology must be used as a tool.</p>
240	<p>I like all of the standards</p> <p>I like how mastering the Utah Core standards is only one of the elements for instructional clarity.</p> <p>I like engaging the student in their learning experience</p> <p>I like the use of multiple tools and strategies.</p>
241	<p>All of this. I see humanity (and thus effectiveness) in the elements that include wording such as "multiple opportunities for students to reflect upon and assess their own growth," and "adjusts as necessary," and "demonstrate competency in multiple ways."</p>
242	<p>all of this!</p>
243	<p>How clearly these elements are explained.</p> <p>The focus in Element 4 on students being active participants in their own learning, and the idea of allowing students to demonstrate competency in multiple ways.</p>
244	<p>the alignment with PCBL and pathway to proficiency.</p>
245	<p>great standard</p> <p>Element 1 -keep beginning. change to this on the second line "content and student mastery by designing, well-sequenced learning experiences."</p> <p>Element 2 Only keep "Provide multiple opportunities for students to reflect upon and assess their own growth"</p> <p>Element 3- removed personalized competency-based learning.</p> <p>Element 4 should focus on an educator holding a student responsible for the content in the classroom. Accountability.</p>

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## Standard 2: "I wonder..."

1	What would a proficiency rubric look like for each element? Could the descriptors be more concise?
2	if communication should be part of this section.
3	Would it be better to use 'educator' instead of 'teacher.'
4	If important definitions could be included to define the state's interpretation of some target goals such as current "best practices" examples of "scaffolding" and such. I think it might be a great resource for new teachers
5	I wonder if the learning progression clarity is misses the mark of what the teacher is supposed to do within the class. It feels like that progression is something that happens at a different level (between teachers grades rather than just within the class).
6	The standard does not seem to clearly align with the elements "exhibit knowledge" seems very different than "comprehensive understanding."  What will be the measure of gauging "comprehensive understanding" that term is used a lot on this page but is never defined? People will define that differently.  If some of the upcoming curriculum legislation should change some of the language on this standard. Some of this legislation is going to require district to adopt and use curriculum and will not rely so much on the teacher creating curriculum to teach. If that's going to be the rule then our teacher standards should reflect the expectation that teachers use the curriculum adopted and implemented by their school district.
7	I we are going down the road of competency-based learning, then schools must have the authority to put that into practice by ending the tradition of promoting every student to the next grade regardless of competency.
8	To what extent is specific content knowledge evident? Knowledge of the core assumes a level of content knowledge depth. How will depth of knowledge be determined?
9	Is clarity the best word for this? I don't love it.
10	how this works with dry curriculum. If the teacher followed the bare minimum using district curriculum, many lessons would not be very engaging.
11	I wonder where in the teacher education curriculum "instructional design" taught. I spent a whole two semesters in graduate school learning how to adequate design instruction measuring as I go to see if the instruction was doing the job it was supposed to do. It takes more than a class or two to do this properly. I also wonder how the teachers will have the time to design, measure, and "redo" curriculum for multiple individuals in a normal classroom. Where are your definitions for words like "clarity", etc?
12	Will university teacher training programs adjust their instructional planning courses to fit this more flexible standard?
13	If element 2 needs to mention IEP/504 planning or accommodations?
14	I wonder why a section on Instructional Clarity never talks about what clear instruction is. In fact, this section seems to imply that all teachers have to do is show students why something is relevant, then set up "experiences" for them. What are experiences? Do students learn from experiences? What do they learn? Can we be sure? What does the research say on this? It seems to me that the research on transferability of skills from one domain to another is not very promising. This is a huge challenge for education, and it is one that is exacerbated by this idea that vaguely defined but authentic "experiences" are the key to learning. In fact, what people learn from any given experience is massively dependent on the background knowledge and skill they bring to the experience. In other words, a focus on authentic experiences will have a terrible impact on our most at-risk students. They need to be TAUGHT before they can meaningfully benefit from "experiences."  This whole section seems to be avoiding the fact that we need to TEACH THE STUDENTS. It is based on this

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fantasy that the main problem is motivation and if we based schools on authenticity and purpose it would solve everything. But of Daniel Pink's three main drivers of motivation, the one that far and away ought to be the biggest concern of schools is mastery. Students are disengaged in schools because they don't know what the heck is going on. They lack knowledge and they lack skill. Show me a kid with rich background knowledge and decent skills, and, for the most part, I will show you a kid who is pretty well engaged in school. This whole model is setting teachers and students up for failure. I can tell you that with confidence because I have lived it. I tried for years to be the progressive educator's dream. I taught for many years in low-income schools, and I was ALL ABOUT authenticity and purpose. But guess what? My students' achievement sucked. I had to have the humility to really get to know my students and find out that THEY WERE MISSING BASIC PREREQUISITE KNOWLEDGE AND SKILL.

I spent a couple of years trying to "motivate" my struggling middle school readers, finding high interest, culturally-relevant books, etc. Well, eventually I figured out that they didn't know their letter sounds. I started meeting with them after school, filling in basic skill gaps. I taught Damian how to read. Can you guess what happened to Damian's motivation? Take care of the background knowledge and skill and the motivation will take care of itself. This might sound obvious. You might think I was negligent for not figuring this out sooner. Well, guess how many Secondary English teachers know how to teach students how to read? They're almost non-existent. So, here they are with unmotivated readers and Utah's Portrait of a Graduate thinking that what they REALLY need to do is find cultural relevance and authenticity, etc., etc. And they'll continue to fail because their students don't know long vowel sounds.

This anecdote about Damian stands in for countless other experiences I have had. In 95% of cases, when I thought it was a motivation problem, it turned out to be missing knowledge and skill. The job of schools is to provide this knowledge and skill. This is mastery. And our schools are not doing a great job of it. The problem with all of this focus on authenticity and purpose and motivation and experiences is that it is massive misdirection. It is setting educators up for failure for years to come. Instructional Clarity should focus first and foremost on defining clearly what it is that students need to learn, then TEACHING that thing to the students. These are the fundamentals. How do teachers do that? Clear key points. Economy of language. Supportive visuals. High ratio of student talking and thinking. Etc. I can't tell you how many teachers fail on these fundamentals of good instruction. This standard is way too fancy. It will only confuse them further.

And good luck with personalized learning. If a teacher doesn't know the first thing about good, clear, traditional classroom instruction, imagine them trying to manage "personalized" pathways for a hundred and fifty students. This will be a disaster. And it will be a disaster that wreaks havoc on our kids' brains, necessitating massive increases of screen time and all of the horrors of "distance" education we have seen the last two years.

This standard refers to "evidence-based practices." Where is the evidence for personalized, competency-based learning? I have seen some evidence of failure and some very modest successes. On the other hand, schools that are truly closing the achievement gap and getting fantastic results are doubling down on excellent, traditional instruction.

One more thing: "providing opportunities for every student to demonstrate competency in multiple ways." Let's see what we can do to accelerate teachers fleeing the profession. This sounds like a nightmare. It's also a nightmare based on debunked ideas (<https://www.psychologicalscience.org/news/releases/learning-styles-debunked-there-is-no-evidence-supporting-auditory-and-visual-learning-psychologists-say.html>). Not only is all of this emphasis on diverse learning styles and modalities misguided, it almost always--in my experience--lowers rigor. I could give you a thousand examples of how demonstrating competency in "multiple ways" ends up simply giving students a way to avoid the highest rigor task: writing. If this is the thrust of where we're headed, we're going to see Utah's NAEP scores and college-preparedness drop. I'll bet a thousand dollars on it.

- |    |   |
|----|---|
| 15 | if anyone will understand the lengthy, banal platitudes utilized in the elements above. Sure they sound nice, but it seems an oxymoron to use such an amalgamation of complex jargon to explain that teachers are to use clarity in their instruction.  |
| 16 | I wonder how teachers will be encouraged to balance personalization with the standardization of assessments and outcomes? These standards call for students to be part of setting learning goals, so how do teachers set the pathway there when they have many students setting many different goals? |
| 17 | I wonder if the design of this standard and its elements represents a fundamental misunderstanding of teacher clarity. According to numerous publications by Hattie, Fisher, Frey, and others, teacher clarity is about supporting  |

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	students' understanding of instructional objectives and empowering them as self-directed learners to proactively plan and take steps to meet those objectives. As this standard is written, it is very teacher-centered, focusing on the instructor's knowledge and actions more than learners.
18	I wonder how much differentiation will be expected with this standard and how to best support teachers to achieve that.
19	What professional learning LEAs might have to provide to bring about this shift in a meaningful way
20	if the vocabulary selected will stand the test of years.
21	I wonder if we need to include something about the teacher looking at data and scaffolding with a PLC team, not just alone.
22	It would be great to add something like "The teacher communicates these goals and success criteria with the students so they know what the target learning goals are and the steps for how to get there. The teacher should be continually giving students feedback along the way."
23	There are several vocabulary terms that appear subjective. Comprehensive, high quality, and equitably for example.
24	Element 1's language of "authentic... learning experiences" seems jargony, as well as not necessarily accurate. What's authentic vs non-authentic? Does all instruction require "authenticity"?  Are there too many adjectives, such as "comprehensive" in Elements 1 and 2, "high quality" and "effectively" in Element 3? Aren't these ideas implied?
25	It is almost exactly like standard 3- can't they just be combined? Is there a way to make it include more of the results with students? Link to student data (Element 1)? How is this going to be accessed with evaluations? What are some ways to measure it? Also a way to make it less wordy? Repeats authentic quite a bit. What does that look like? Is there a way to make it clearer?
26	If there are too many descriptive words in these summaries and not enough straight forward requirements. How is the teacher supposed to get everything done that you require of them?
27	I have always appreciated the term "transfer." We want students to be able to transfer what they learn in school to new and unfamiliar situations. This is a very noble goal.
28	What kind of support will the state give for assessments to provide the student progress data needed for element 3? Will we finally have mandated tests that you actually have to take rather than opting out of them?
29	same as the last section - how are these measured? And how do you prove a bad admin wrong?
30	How we can have two distinct standards between Standard 2 Instructional Clarity and 3 Instructional Practice. They are so intertwined and basically one standard.
31	I feel like this is an area where some teachers really struggle. While these standards are crucial, I feel like we don't do a good job actually educating teachers on how to do this.
32	How are you doing to monitor the use of tools and strategies
33	I wonder if Element 3 should be two different elements. There is a lot in that one. It seems instructional strategies are different than using data to ensure progress. A teacher, especially a new teacher, could be competent in one of those areas and not the other.
34	Policies and practices in districts based on adopted reading and mathematics programs that teachers must implement the programs in their classrooms with absolute "fidelity" seems contrary to this standard. Such one-size-fits-all policies ignore the need for addressing students individual learning needs based on "student progress data" to adjust student learning experiences either to provide additional support to meet the learning target or for additional challenge for those who have already met the target or who master it quickly.  I wonder if the way Element 5, in particular (though the plural exists in other elements as well), is stated using the plural "students" and its subsequent pronoun "they" throughout will give teachers the impression that doing the assessments about "where students have been, where they they are now," etc. can be done at the whole class rather than the individual student level. It should be made clear that the needed assessments to make these determinations should be done at multiple levels, including whole class, flexible instructional groups, and individuals.

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35	Will teachers take the time to plan experiences that are individualized?
36	N/A
37	How is this measured?
38	I wonder how teachers will be trained to meet and adjust to the education shift in PCBL. I also wonder how teachers can have clarity when the standards are revised/revisited every 5 years. Teachers need time to become proficient in order to reach clarity.
39	-If Utah could adopt Secondary Math Core Standards in a manner similar to a majority of the other states, textbook buying would be easier. -Learning progressions are critical for helping teachers do this work. Can there be Learning progressions institutes for teachers to participate in statewide?
40	When you make statements beyond the titles, you now have to have a valid and reliable instrument to ensure that these things are being done. One that can't be abused by administration when they don't like a teacher, the way these are worded, I can see tons of abuse.
41	<p>Element #1 doesn't also recognize the importance of 'meaningful' experiences - that is experiences that connect with student identities in meaningful ways. I also wonder if the clear learning intent is developed by student or teacher? To truly honor student identities and their self-assessment some autonomy should be given to student selecting learning intents.</p> <p>I wonder what the impact of Element 2 will be in terms of promoting linear thinking among teachers, rather than learning as a dynamic wholistic process. A misconception of many teachers is that progression is always linear and forward. This is inconsistent with developmental and learning science, and the ways in which humans interact with the world. Also, again we want children to reflect upon and assess their own growth but not necessarily in ways that honor their ability to also determine meaningful goals for themselves that reflect their unique strengths, assets and identities.</p> <p>Why element 3 does not also involve the student in reflect on their own experiences and greater self-determination in ways to scaffold their own learning. This suggests that scaffolding is something that is controlled and structured by teachers, while the theoretical construct of scaffolding is something that occurs in many natural ways within moment to moment lives. Well designed collaborative open-ended authentic and meaningful learning activities provide children with greater autonomy in self scaffolding, rather than relying only on the teacher.</p> <p>Also for Element 3, how doe evidence based practice fit with honoring the identities for students? Much depends on which populations were studied to generate the evidence. Many of the populations that are often marginalized may not have be included in these studies. I wonder how this can be reworded to address these drawbacks and emphasis this is done in ways the honor the identities of all students?</p> <p>For Element 4 I wonder who the practices are 'best' for? I also wonder how we can emphasis equity and greater student and family autonomy in the ways in which 'multiple ways to demonstrate learning' are selected. How can families and students become more active in the process of decision making for each child?</p>
42	I wonder how controversial subjects which may be a part of the curriculum but don't have a full set of standards, like social justice issues, will be addressed with students and if teachers will be hurt if they literally teach anything in these areas.
43	In some areas, curriculum changes quickly and teachers end up learning along side their students. No compensation is available for teachers for the time and effort needed to keep up with technology and changes in curriculum.
44	Element 4 is written oddly. Was that a typo?
45	How to address the gap of students achievement from low to high. When the spread is large that is difficult for the teacher and students to be successful.
46	if teachers will be allowed autonomy in designing lessons on their own to achieve each element stated.
47	How to measure clarity.

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48	It's difficult more than ever for standard 2.... Knowing where they have been, especially in a disadvantage school where students come and go. It's very hard to find all the gaps since the pandemic... it's too overwhelming when you have a class of 30 in 1st or 2nd grade and the gaps are everywhere. To overwhelming for one person.
49	Will teachers be given a specific resource that lists evidence based, high quality instruction strategies or will they be expected to research on our own?
50	Not all content areas have clearly defined pathways. The teacher should not solely rely on student progress data to scaffold learning.
51	#4 Engagement Clarity- What does it mean to equitable engage students? This should be clearly defined. Does it mean spending the same amount of time helping each student. Spending more time with students that are struggling with a concept? How would a teacher know if they are being equitable? What metrics will be in place to determine this when Vespa teacher?
52	what does it mean to demonstrate competency in "multiple ways" and what tools will be given teachers to help them meet this standard. I believe that teacher do want to do this; however, it's very difficult to be given programs and expected to implement them with fidelity and also need to create additional resources and assessments apart from the program.
53	I wonder how Elements 2 and 3 can be enacted in districts where teachers are expected to follow a pacing guide and are essentially prevented from differentiating learning sequences for different learners. In fact, the whole personalized learning emphasis in these standards is undermined by districts that expect teachers to keep students on "the same page."
54	There is a lot of information in each of these. I wonder about lumping some of these together when giving feedback. I wonder if they would be more effective if they were simplified. Even if there were more on this standard.
55	Teacher restriction is not the best path.
56	4 needs more clarity on demonstrating competency in multiple ways.
57	Why are we separating planning and lesson delivery? Is this something that needs to aligned and seamless? Wondering why we need this separation. If we expect lessons to include pieces of these evidences then when they aren't meeting the expectations, a piece of the process to build and support will include planning.
58	If you look at my response on Standard 3, element 3 above discusses planning and facilitating (implementing). You can also tie the second part of element 3 into the assessment portion of Standard 3.
59	Element 3: Add: provides applicable data to student supports teams (IEP, MLL, 504)
60	How are we going to provide educators with *paid* preparation time both prior to the first day of school and throughout the year to stay on top of these thoughtful and purposeful plans, while also understanding the time needed to meet our other job requirements.
61	Why do we still use computers/technology just to complete testing, Lexia, or iReady???? How can we mind-shift education into using 1:1 computers, in most schools now, as a learning tool to support real learning, higher engagement, and a diversity of ways to demonstrate their learning.
62	I wonder how I have enough time in the day to do all that is required of me
63	1. How do you plan to evaluate "well-sequenced learning experiences"? What does the time frame for a "well-sequenced learning experience" look like? This one is highly dependent on the course and the content. 2. How do you plan to assess whether or not a teacher is effectively accessing a student's prior knowledge? 4. With the requirement of every class activity being available online, how can teachers make sure that students can demonstrate competency in multiple ways? Most digital tools are either write something or record something, and there isn't much else students can do from home to demonstrate competency.
64	If we truly want teachers to be successful in "designing authentic, well-sequenced learning experiences aligned to learning intentions...." we need to give them lee-way to branch off of the school's established set curriculum. For example, we use i-Ready for math; however, they begin the school year teaching volume for 5th grade. This is not practical. Volume includes multiplying 3 different products, understanding complex geometric space and dividing if finding the side dimensions. The other concepts must be taught prior to this one.  If teachers are going to scaffold their instruction to meet the needs of their students, they must also have freedom to do so using the manipulatives, interventions, etc., that they find effective. An effective teacher is going to research

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	many different sources, converse with a range of coworkers/other experts for resources that will best help their students on both ends (struggling and advanced). They need to be able to utilize these resources and findings even if they are not part of the prescribed curriculums.
65	If Element 3 could focus only the student progress data to... and Element 4 could focus on the high quality instruction; such as evidence-based, best practices, competency learning (right now they sound much the same).
66	How is it possible to determine where each of my students is (element 2) when I have 100 students?
67	I don't know how to gather evidence of Element 3.
68	In reality with mass producing graduates, and allowing students to take courses they are not prepared to take I wonder if this standard is reachable.
69	I wonder if the use of the word "clarity" best fits with each element. "Engagement clarity" seems a little bit of a stretch.
70	whether teachers will get more planning time to be more effective teachers.
71	Element 3 - competency-based learning. Is this opening the door for progressing through content or grade levels without seat time?
72	How a first year teacher, or a teacher who hasn't gone through an accredited University Education program could possibly meet any of the elements in this standard? At the secondary level our course loads are based on a student driven schedule. Teachers are routinely asked to teach a subject for the first time and then not teach it again. Unless teachers are going to be teaching the same subject for many years with lower class sizes this is going to be challenging to be successful especially for AP or CE teachers.
73	"teachers demonstrates a comprehensive understanding of where students have been" - does this mean that the teacher knows what material the students should have already learned (previous grades) or that the teacher magically knows exactly what the student has already learned?
74	1-3 are very closely related and I wonder if they could get confusing.
75	I wonder why the USBE does not provide to teachers information on the "relevance of content" since they are the ones who have identified the content standards, leaving teachers to justify individual standards on a case by case basis.  I wonder whether some examples can be provided illustrating how Utah math teachers have been able to consistently offer multiple ways for students to demonstrate competency in high school level math standards
76	How working across grade levels will work when we don't collaborate across grade levels. This is something that should be happening but isn't. I wonder how teachers are supposed to engage students using all the new technology that is thrown at a teacher when we are given no to little instruction on the different tools and aren't given enough time to plan lessons much less use new technology.
77	Where teachers are supposed to get the time to do all this. It seems like a plan to fail to me.
78	How this allows for and incorporates students as meaning-makers in their own right.
79	As an educator, I wonder about engagement clarity. Depending on the school, the class might have limited access to technology, so is it going to be impossible for some teachers to score highly proficient or even proficient in this area? After reading the next standard, I wonder if the innovation aspect can be highlighted more, so there is a clear option to technology.
80	N/A
81	Na
82	More specific that EACH competency goal can be shown competency IN SEVERAL WAYS. NOT JUST TESTING.
83	How the ATP, ARL, APPEL etc. will really understand this importance without training from higher Ed programs & leading faculty in the state.
84	What happens when a teacher uses material deemed controversial, i.e. historical videos, books or other material that some fear violate their parental rights?

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85	Teacher, Teacher, Teacher... Beyond the teacher, districts/schools need to do more. Invest more \$ per student and lower student-teacher ratios. Utah's overall Reading and Math proficiency is around 50% and this problem is not solved only by the teachers.
86	I think there should be something in this section that indicates that teachers utilize open-ended questions and welcome discussions of opposing opinions. Too many tests utilize multiple choice questions that link faulty cause/effect in the answers and do not allow for true dispute regarding faulty concepts that are prevalent in today's curriculum.
87	If with the introduction of new standards, teachers will be given additional time to develop their lessons to meet these standards.
88	-how new teachers will ever have enough prep time to provide every student across every subject they teach with opportunities to demonstrate competency not only in multiple ways, but equitable ones
89	I wonder how the curriculum will also be diverse and inclusive, so that students of various backgrounds see themselves in the teaching of material. Element 3 seems like an important factor in content selection and representation of all students.
90	I need clarity on why this hoop is being added.
91	how teachers can collaborate with cross-curricular and cross-grade-level teachers to gain a full understanding of student ability. That type of collaboration requires intensive time, which teachers are not given. The reality is that teachers are given all kinds of amazing expectations with no time to meet those expectations, which causes a lot of burnout. If the expectations are set, will teachers be given time to meet those expectations? That is not the norm.
92	Based on different types of curriculum that is adopted, how can teachers exhibit personalized competency-based learning if the curriculum being followed isn't structure that way? Some are, but some aren't.
93	This feels easier to measure but still a bit murky.
94	I wonder if the language isn't too technical. I've already mentioned this, but it's the main issue I'm seeing with all of the elements so far: Making these standards so wordy and full of jargon just makes it harder for teachers to grasp the main point. Look at element 4, it's three lines but only one sentence, and it is a convoluted and terrible sentence if it is meant to be a guideline. If a student handed this in to their English teacher they would be docked points for making it unnecessarily complicated. It almost forces the reader to skim. It is also full of subjective language: best practices, high-quality instruction, well-sequenced.
95	Who is going to pay for all the supplies for these authentic and engaging lessons? How can a principle possibly assess this in a 30 minute visit? How can teachers be responsible for where a student has been when the students aren't even held accountable. They can fail subjects and concepts without any repercussions and they just get passes on to the next grade. Most kids have difficult self regulating and not being distracted while others refuse to do anything at school. How will a teacher somehow motivate them to engage in the material?
96	What are they teaching
97	This standard is unrealistic. Generally, this type of in-depth knowledge of the curriculum and sequence is only demonstrated by curriculum specialists. Classroom teachers lack the preparedness (both in instructional design and in content area knowledge) to meet this standard. As a teacher trainer, I have had many first year teachers bemoan the fact that they come out of their university programs with no more than a "your district will want to train you on their reading/math/writing program so all we are going to do is do a broad overview of what programs are offered." New teachers are not taught how children learn to read or learn mathematics and they are floundering in the classroom. Most teacher candidates don't even have sufficient mathematical skills needed to be teachers. Research suggests that teachers who know their subject matter thoroughly have students who learn the material better.
98	How teacher can use effective technology in their classrooms when the school district does not provide adequate technology access?
99	Why "learning intentions" and not learning objectives? When are teachers (especially elementary) going to have the time to plan these individualized learning progressions, collect data, analyze data, adjust plans, etc.? That is a time consuming task and 40 minutes of prep each day is not going to be enough for everything you are asking here.
100	How a Utah teacher can use multiple strategies for engagement when Utah legislature wants teachers to make their lesson plans public and have non educators decide if they "approve" of those engagement strategies .

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101	How feasible it is to have multiple options to demonstrate competency for every learning task.
102	Teachers will provide multiple ways for students to demonstrate competency, but state and administration only look at the numbers from standardized tests, that only show competency in one way. Why is their knowledge measured so differently. What is expected of teachers, should be expected on state officials.
103	How some of the benchmarks will be assessed because additional standardized tests would be even more limiting in teachers time.
104	Is this really necessary? Isn't it given?
105	<p>Again, I don't see that this will work. To start, do you know how many people with skills would teach for you, but the school system does not allow them too? The average public school teacher graduates with a degree where they put half of their advanced discipline studies into understanding their topic and the other half into how to put a classroom together, deal with bullies, etc. The average non-teaching degree holder puts all of their advanced discipline study into their discipline so they come out with more practice in the discipline than teachers with teaching degrees do.</p> <p>Add in that a non-teaching degree holder then goes off to a master's level or ph.d level to study higher levels of discussion, practicum, research and developing teaching approaches, it's confusing to me that the public school system calls these people unskilled. They're skilled enough to teach university classes and prove in the real world what works from their proven professions, but they're not skilled enough to teach in a public school setting.</p> <p>Supposing that skilled person wants to teach, they must A) start a new degree just to get the teaching component. Or B) Apply with a promise to get credentialed against people who are already credentialed, which, of course, always pays off because why higher someone without teaching credentials than someone who has them and has already done their student teaching.</p> <p>The reality is, your environment does not invite skilled teachers. It invites teachers who have less skill and practicum hours in their discipline than people who graduate with degrees without the teaching licensure. Those teachers without teaching licensure tend to do one of three things: 1) Get careers that add to their experience; 2) continue to grad school; 3) get work outside of magnifying their discipline study. Incidentally, options one and two are where college professors come from, who are qualified to teach in the university setting, but not the public school setting.</p> <p>For example, with your current set up in policy and hiring, a person who graduates with a teaching degree in English (fewer credit hours devoted to discipline than a non-teaching degree) is considered to have more skill than a person who has a non-teaching degree (more credit hours in English) and who has gone on to publish books, operate publishing companies and has gone on to develop entire curriculum for university studies.</p> <p>The reality is, your environment doesn't invite skill, no matter what your pretty little plan says, it promotes teachers who, in the long run, know their disciplines less than their non-teaching degree counterparts. I do not believe you will nurture a setting for skilled teachers, only a setting for lesser educated and sub-par teachers until you fix your hiring practices.</p>
106	Who comes up with this drivle.
107	I wonder if the end-of-year mandatory state testing will start to allow students to demonstrate competency in multiple ways? I wonder if the continual barrage of progress monitoring and monthly or quarterly benchmark testing will also begin to evolve.
108	How districts and schools will coach and build capacity of teachers who aren't there yet? And just like in corporate America, after tremendous support is given and teachers still fail to demonstrate competency, how might schools act promptly to ethically ensure that classrooms of children don't slip through the cracks of subpar classrooms for year after year? Aka... it isn't ethical to allow students the absence of education bc of teachers that aren't meeting standards but sadly it happens quite often.
109	For a section on clarity, this is particularly vague and jargon-riddled. It would require other source material to even tell what it means.
110	Will all students and teacher have access to the technology at no cost to them.
111	How valuable is it really to have students self assessing? Feels like a waste of valuable time. It's one of those ideas that is great in theory, but fails in practice.

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112	AGAIN, great to know all the information about students, but difficult to do with 6 classes of 40 students, which is 240 total students.
113	In theory this sounds good but i worry an individual teaching approach would over burden teachers and negatively effect the overall learning experience of a classroom. I do support a system that identifies gifted students and students struggling with standards and places them in specialized classes
114	How are we going to support educators in providing differentiation? It is part of our jobs but it is the most difficult thing to do. Could community members help out? Is that state going to pay for programs to help teachers facilitate this better? Because yes this is the ideal but in practice it would take so many extra hours that won't be paid to get to this point.
115	I wonder how much extra work the teachers will have to do to be able to provide multiple ways for students to show competency in a subject. Will teachers be provided with more resources? Better pay? Teachers assistants? People to help them grade?
116	How many teachers will actually do this and not get frustrated with students that learn differently from the majority.
117	How do you measure high quality instruction? Is it following district and state mandates of certain programs? Or is it truly helping teachers make educational a personal learning journey?
118	I'm having issues with how the word clarity being used because as a teacher myself I don't know "where students have been" and what their experience may have been like. Information from parents and transferred files don't always paint a full picture. Also, Element 3 contains ambiguity on what is evidence-based practices. I can tell you from personal experience that some schools and teachers don't know what you would be looking for.
119	Content and Clarity: If the student and teacher are supposed to design and instruct individual learning...how does that fit into the core standards? Some of these standards are not items or issues that the students care to know about or spend time on. Also this harkens back to the secondary teacher dilemma-how do you do this individually for 200+ students??
120	I wonder if teachers have enough time to personalize learning. I think most problems in public school are budget-related. Most teachers are already doing a great job with what they have.  Regarding Element 4, "including technology" is too vague for me. There is too much that might mean. I'd rather see "including art". The arts should be integrated with most subjects.
121	What do you mean by "scaffolding learning"? Is this in reference to teaching 30 kids at several different levels? Providing opportunities often costs money that the schools don't have.
122	I wonder how teachers will have time to do elements 3 and 4. These would be easy if you only have 5-10 students, but with hundreds of students passing through the high school classroom how do you adjust for every single student? I wonder why element 3 about instructional design seems to be so CBE focused. There is more to instructional design than CBE.
123	that there is nothing tying any of this into the standards of what a student should be able to know and accomplish by the end of their K-12 education.
124	I very much like that Element 4: Engagement clarity implicitly reflects some understanding of Universal Design for Learning (e.g., emphasis on technology, and providing opportunities too demonstrate competency in multiple ways), however, I think it is important not to conflate "learning" with "competency". Can both be defined? I am concerned about how "authentic, well-sequenced learning experiences" will be defined and evaluated. I wonder if more could be said to define both "authentic" and "well-sequenced", especially in relation to "competency-based learning". I wonder if more can be said about "high quality", "evidence-based practices". Historically, what has been defined as "high quality" and "evidence-based" is highly political and may not be culturally relevant or culturally sustaining, and typically overlooks what we know about how children in early childhood (birth-3rd grade, or age 8) experience, develop, and learn. I encourage the writers to consider what they consider to be "high-quality" and "evidence-based" and what critical, inclusive approaches to instruction have been, are, and will be overlooked or discounted on the basis of "evidence".
125	I wonder are the Utah Core Standards being revised? Some of the art curriculum is massively Eurocentric.  I wonder what evidence based metrics will be used? Qualitative, Quantitative? More specificity in the defining of

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	<p>these terms is necessary.</p> <p>Is the well-defined success criteria the criteria that the students and teachers create together as stated in the pervious section? This is not clear.</p> <p>How are we going to make sure that all students have equal access to technology, we may be able to do that in schools but what about at home?</p>
126	This sounds wonderful. However, will teachers who teach 8 different subjects with an average of 220 different students per semester be held to the same standards as a teacher with 1 or 2 preps throughout the year?
127	if teachers have enough time to do this - they are stretched thin
128	How teachers will be able to accommodate this along with everything else they do.
129	Number 2 - Teachers have no control over things that happen in other grade levels. The second sentence is not needed. Number 3 - Is "high quality instruction" defined somewhere so that it is well understood?
130	Who wrote these elements. They are redundant and not clear at all. Every element has clarity in the description, but every element is mundane and repeats the same things in different ways. These need to be more precise and more clearly written.
131	What does competency based personalized learning look like for each child? How can we make sure we have time to accomplish this?
132	How will teachers be supported during the day to have time to prepare their lessons to make sure they are meeting the clarity that each student needs while also meeting the needs of their families?
133	When you reference "evidence" based research practices, which research are you referring to and what made you choose that particular study. As educators we know you can find research matching just about any perspective one likes. What makes the research you choose the best practice?
134	Nothing sticks out
135	How many other professions have so many effectiveness standards.
136	No comments on this area.
137	What exactly is meant by teachers exhibit dispositions? Are teachers going to be evaluated on their moods now?
138	Elements 1 and 2 both talk about sequences. Maybe combine them and talk about how lessons should be sequenced within subjects and across grade levels. The "providing strategically sequenced learning experiences" in Element 2 seems to already be addressed in Element 3.
139	<p>I wonder if we often discuss using technology for the sake of technology, rather than discussing pedagogy first and then using the best technology for the chosen pedagogy. In other words, the pedagogy should drive the technology, not the other way around. For example, we don't want teachers to see a neat technology and then say t o themself "How can i design a lesson around this technology?" We want them to ask themself, "what learning experiences do my students need to master this concept/skill? And now, what technologies will facilitate this learning experience?"</p> <p>I hope that one of the standards includes that the teacher should have an understanding of the academic theories of how learning happens. If we asked a teacher "What is your understanding (model) of how learning happens?", can the teacher give a coherent and supportable response? And does the teacher's pedagogy align with their model of learning?</p>
140	Element 2 may be difficult to show, maybe if there are specific guidances about what will show this... it will work.
141	I wonder how teachers will analyze their data differently in the future.
142	I wonder if I will be able to implement best practices based on evidence, data, and experience or if my teaching practices will be determined by legislators who do not have the required education and experience to recognize best practices.
143	Why there aren't proficiency levels.
144	I wonder why vague phrases like "well-sequenced" are used.

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145	If admin will respect teachers and listen to why they made their choices as opposed to saying that they are not within 10 days of the map.
146	I wonder how a teacher will equitably engage students who choose not to be engaged. Does that mean all students will equally end up with straight A's? Will we abolish honors and advanced placement classes because they aren't very equitable?
147	Element 2 is unclear. "...Where students have been..." etc. in regards to what? Their own experiences? How on earth can a teacher know that? Their learning from the previous grade? The current teacher can't reasonably know that since they weren't present. "Within and across grade levels"? So, what, a first grade teacher needs to provide students materials and personalize each students learning by giving struggling student kindergarten materials, advanced students 2nd and 3rd, and on-level first grade materials? How, pray tell, will the teacher be able to have time to do all that within their half-hour before, half-hour after school contract hours for their oversized class?
148	1: How does this not completely contradict the last standard? Here the teachers are designing learning to align with "core standards" instead of students' individual needs and preferences. What is the writer trying to express by "clear learning intentions"? 3: Again, how do the "well-defined success criteria" allow for the individualization aims of the previous standard? 4: What is meant here? This section is a bit vague. What, first of all, is the significance of "intentional" use of the learning tools? Is this to be contrasted with accidental use? Why is "equitably" being employed here -- what does this mean? Are you using technological aids to help handicapped students? Why are they not in their own special education classes? What are the "multiple ways" to demonstrate competency? What does this look like in, say, phonemic instruction or reading comprehension? And what options will you expect teachers to provide for students whose parents opt out of the technology-heavy instruction you all currently mistake for active engagement?
149	I wonder what structures are being provided to let teachers know they are using evidence based and best practices at their local levels- especially new teachers or those from ARL.
150	How you have "well-defined success criteria" alongside "students reflect and assess their own growth". Does that mean students are reflecting on how well they are achieving "well-defined success criteria"?
151	why Core has a place here. When my kids were in elementary this was a detriment.
152	Are you trying to get rid of teachers?
153	The word "dispositions" is troubling to me. Are teachers going to be judged on their moods now? Are teachers not allowed to have a bad day or some bad days? Teachers are human beings (just like their students) and having elements that judge them on their experiences or mood that day and how they are feeling seems harsh and very hypocritical (if a student is having a bad day we are expected to try and help them, not judge them or punish them for it).
154	The core can be vague. How are we ensuring everyone is interpreting the standard the same way?
155	How are these objectives any different than the previous objectives we've had for over one-hundred years? How much did you get paid to write these objectives? Could that money have been better spent in the classroom, hiring teachers that actually teach, instead of writing drivel that most of us ignore. Think of how many forests are destroyed to disseminate this drivel.
156	Teachers are not to teach SEL or CRT.
157	Nothing to add here...
158	Keep it simple not to much writing.
159	How can teachers fulfill these great but impossibly detailed obligations in the current situation where they are overworked and highly underpaid? Additionally, they often have far too many students and far too little prep time to truly meet these expectations. Perhaps a full day of prep each week plus paid summer prep time would enable this?
160	I wonder how our already over-worked, under-appreciated, under-paid teachers are going to find time to cater to all of these First World non-issues while keeping all of their non-involved, complaining, entitled parents happy?
161	Element three feels like multiple elements crammed into one. The latter half about using student progress data sounds like it should be separate in order to bring both parts of that element into focus.
162	personalized competency based learning: what does this look like especially when I have 180 students? Does this have realistic parameters.

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163	Could you include "individual" in element 1? ...well sequenced, individualized learning experiences....
164	What is the "Utah Care Standards" in Element 1? Why would a student want to assess their own growth. Teacher already work so hard to justify the require grades and homework demanded of them. Engagement clarity - Is it practical for a teacher to have to create multiple testing methods for each student?
165	I would like to know where this push for effective teaching standards is coming from. Are teachers not effective if they are not given a long list of standards by the state that they must follow?
166	I wonder why I have never observed any teacher in the State of Utah who can design authentic, well-sequenced learning experiences aligned to clear learning intentions using faultless communication. I have seen plenty of 'cutesy' lessons where the teacher does all the talking and the students are staring at their desks or looking out the windows. Then a grandma comes in with the best intentions but no actual skills to help teach a struggling reader reading. Then I wonder why people wonder why the state's outcomes are what they are.
167	How is this achievable within contract time if teachers are not given protected, paid prep time that cannot be used by principals for a variety of meetings.
168	Why the school is trying to make every individual at a different level instead of focusing on academics now we are focusing on "experiences" with different standards for different kids.
169	If the progression tracking will be possible with a full classroom.
170	What happens when a 9th grade student can solve a math problem the teacher can't solve? At this point a teacher is not demonstrating a comprehensive knowledge of their material.
171	This whole bill is full of agendas!!!! I don't agree with it on so many levels! Let the teachers teach!!! Just stop the B.S.
172	Parents should have the right to choose what technology is going yo be used to teach their child.
173	What is the current language on this? Why is it necessary to change unless the goal is to make the language more ambiguous leaving the door open for more extensive involvement from the teacher outside of what their scope should be.
174	Having stated that a teachers need to know where a student has been is problematic. That is not always the case. Does the state considered well defined success equate to that a student can test on it? Or would a better gauge be used to understand knowledge gained?
175	Why this reads as though teachers have tons of one on one time with each of the 30 students? I taught private music lessons after school in my private music school. ONLY IN PRIVATE LESSONS are these goals truly attainable. Way too much expected on the shoulders of a teacher. Why not put learning on shoulders of parents and students and THEIR follow through for once?
176	about the redundancy of the word "clarity". Would it be the same if left off of each element? Would it be clear enough?
177	What this word salad is supposed to accomplish. A good teacher can do this easily. Why does it need to sound so convoluted? Why are we pushing this equitable nonsense? You cannot force equality of outcome.
178	This all sounds like nonsense. Teachers know how to teach. They go to school and get a degree for it. Micro managing.
179	I wonder if the "Content Clarity" sections needs a special emphasis on using not only best practices but also best content. Should something be included to emphasize that the content isn't just aligned to clear success criteria, but that the criteria are based upon experts in the field, reputable sources, peer reviewed content, etc?
180	This standard should include a collaboration element such as "The teacher collaborates with other educators to ensure instructional clarity."
181	Again, I wonder how some of these elements will work with a prescribed learning program.
182	Is this reasonable for all standards within allotted contract time and limited teacher preparation time?
183	... if there is any way for them to be a bit shorter. When I read them, I can see why everything is there, though. In order to provide clarity, these standards are wordier than the first standard set.

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184	Element 4 is particularly bad I wonder why? It seems cut and pasted from educational software marketing material.
185	I wonder if our legislators will get behind this much freedom for teachers where they are using data to make decisions about what instruction is needed for their students!
186	1. we need a focused in-service training to help teachers become fluent with UEN standards across the subjects and grades. Can we partner with schools of education to help teach new teachers this concept and include it in their lesson plan templates? 2. require assessment and data interpretation course for all pre-service teachers. Is this already in place?
187	if there is an opportunity to provide a glossary to provide definitions and examples of the language used in the standards.
188	Unfortunately, nowhere in these standards does it mention that, ultimately, students ought to actually learn. Evidence that students are learning is, perhaps, the most important expectation of all and is missing in these standards.
189	I wonder if Element 2 should be introduced as mandatory for principals/curriculum specialists in schools. Teachers shouldn't be expected to create alignment among all grades in schools.
190	I wonder why the "Design Team" cute name, by the way. Haven't specifically addressed the issues of a drastic decline in basic skills such as: mathematics, reading, punctuation, grammar, writing, reading and the like? Why are we using word salads to dress up the fact that this "new" way forward isn't preparing our children to be innovators and contributors to Humanity?
191	I wonder why this survey was not sent to all the teachers in the state???? I only happened upon it from a KSL link.....
192	element 4 State core requirements limit the number of ways to demonstrate competence. e.g. construct a model of the water cycle.
193	I wonder why the value of students interest is not addresses in "best practices". The research is clear that teachers should teach from children's' interests.
194	could you include examples of each how can teacher programs prepare teachers for this
195	How this looks for teachers who are required to follow a pre-made curriculum?
196	How do teachers demonstrate?
197	I wonder is the teachers have enough time to reasonably complete standard 2 for every student without support. I wonder how you are going to assess this as a progressive element, which is how it should be written. No teacher is capable of perfection at all times. These should be written as goals, not baselines.
198	What are the "best practices" that the teacher must demonstrate. Will there be a measurement tool to judge teacher effectiveness.
199	Again. Everything comes back to prep time. Prepared instruction is good instruction. Veteran teachers do all these things given the time to be prepared.
200	I wonder who chose this color. Yellow is not easy on the eyes.
201	I wonder when they are supposed to have time to understand, read and learn this information, then have assistance in implementation. They are already struggling to survive.
202	I wonder if getting a high rating will feel more accessible if we are graded based on demonstrating knowledge, then skills, and a disposition for something. With the current standards, it has felt impossible to be highly regarded for anything because the top rating is rarely given.  I wonder if the part under element 2 is redundant from standard 1. With students reflecting upon and assessing their growth sounds more like a student self-awareness skill to me. If not, possibly differentiate more clearly between self-awareness and self-reflection. I wonder if they should fall under the same umbrella.
203	I wonder if teachers will be blamed for students unwilling to succeed.
204	I wonder how some of these might be measurable and fair. For example, with "evidence based" I wonder whose evidence.

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205	How teachers do this on an individual level for all students. This seems difficult with low funding per student.
206	About Element 4: Engagement Clarity. This element doesn't address emotionally disturbed students who will not engage no matter how many tools or strategies a teacher or school provides. This element assumes that all children can be engaged with the tools and strategies that a teacher in a given school can provide. Not every teacher and school can provide everything that an emotionally disturbed child needs. The professionalism and evaluation of a teacher should not be judged on the emotional stability of the students in his/her class.
207	Standard 2: Yes, clarity regarding content is important but it seems credibility is also valuable. Element 1: How are "mastery," "authentic, and "well-sequenced" defined? Element 4: How will students demonstrate competency in multiple ways? Are competency and mastery interchangeable terms?
208	Element 2: "learning intentions and success criteria" seem like goals that should already be established in every grade. Does this mean the teacher has the ability to "design" success? That seems dubious. Element 2: again, students should not be assessing their own growth, that's the teacher's role.
209	I wonder how these skills are going to be assessed by administrators.
210	-how to make Element 1 into two sentences like Elements 2 & 3. -how to make Element 2's second sentence more teacher driven, such as, "Teachers align these experiences within and across grade levels and provide multiple..." -why not change Element 4's beginning to be, "The teacher uses research-based practices in designing student use of multiple tools and strategies to equitably engage each student as an active participant in their own learning." -why Element 4 contains something about competency or assessment when it's supposed to be about Engagement Clarity. Is that really needed there?
211	Element 3: Will USBE have a bank/resource of evidence-based learning? Element 4: I would love it if it said "teachers provide MULTIPLE opportunities for every student to demonstrate competency in multiple ways.
212	I feel like clarity is a new educational buzz word, but I don't think it is well defined. I personally don't know what it really means in any real context that perhaps I should when reading through these.
213	if standards could include more language for demonstrating understanding across academic disciplines.
214	PLEASE READ *Expand the term Content Clarity to Competency Clarity, in some way this needs to include not just content understanding, but also understanding of how to teach and develop competencies like those listed in Utah's PoG.* -Cory Henwood
215	"Best practices" is a common term nowadays and there are opinions in every direction. What defines a "best practice"? Is this left up to individual teachers to decide?
216	Is there a way to highlight or emphasize key words and phrases in these so they are easier to look at or review at a glance.
217	if you think that standardized testing supports these qualities in students and teachers
218	I wonder if it would be helpful to also include the need for differentiated instruction with the multi-tiered system of supports in mind especially as we look at the importance of including students with disabilities in the core content instruction to the greatest degree possible. This would require that they have a clear understanding of how to modify, adapt, progress monitor, provide support and accommodations depending on students' individual needs. Will teachers be provided professional learning and coaching to scaffold their implementation?
219	how teachers can demonstrate an understanding of the standards when some of them are vague or open to interpretation, especially to show proficiency on end of year state testing
220	How a teacher is supposed to include technology when teachers rely on the district to provide technology, including software, for student and teacher use. I've often wondered why we aren't providing more opportunities for students to utilize programs to create demonstrations of content knowledge. However, I need the training and access to such programs in order to build them into my content. My students use slideshows, and I would like to provide more access to programs that allow them to present content in other ways, such as documentary-style. This is most likely a weakness on my part; however, teaching the content is already such a massive endeavor.
221	Is there a limit to how much technology is used; it has been a concern before.

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222	<p>Element 2 What is meant by "...provide multiple opportunities for students to reflect upon and assess their own growth"? Is this Parent/Student/Conferences? If yes, these are already being done, so is this statement there to insure they continue?</p> <p>Element 3 Where is the "success criteria" "well-defined"? It's hard for a teacher, or anyone really, to meet criteria they don't know about or know how to find.</p>
223	<p>If the wording in Element 1 could be more clear and precise. I found myself re-reading it multiple times trying to get clarity on the meaning. I found the phrasing from "communicates" to "by designing" particularly muddy. If under this standard we should add expectations for student knowledge, skills, and dispositions centered around students' ability to communicate, create, collaborate, think critically, act as citizens, and demonstrate character.</p>
224	<p>what additional supports teachers will need to make this a reality for every student</p>
225	<p>How do you define high-quality instruction? How do you equitably engage each student?</p>
226	<p>I sometimes wonder how well competency-based learning works within a grades-based assessment system. Are GPA's and standardized test scores really the best way to evaluate the effectiveness of personalized learning? If we continue to use these markers to evaluate students and teachers, that doesn't leave a lot of room for risk-taking or innovation in the classroom. The modern teacher is asked to provide rich learning experiences for diverse learners on the one hand, but make sure all students meet standardized criteria on the other. We are only evaluated on the latter, which means that request often takes precedence. Data is important, but if you really want to see this type of instruction in the classroom, teacher/school evaluations need to focus far less on test scores, and much more on individual student growth.</p>
227	<p>It might be too abstract. Could it be possible to change it to something more measurable?</p>
228	<p>I don't want my kids to always take the easy way out, meaning not trying new things in education to demonstrate their knowledge. I think trying new things is good for them. They might discover something they are good at.</p>
229	<p>if this will really motivate traditional lecture-style teachers to change their behavior to be more student centered. It will be great if it does.</p>
230	<p>if the language could be altered on Element 2. I wonder how someone can expect a teacher to align learning experiences across grade levels. These standards expect more content knowledge, which is a lot for an elementary teacher who has multiple curriculums to understand. Adding previous and future grade levels to that understanding is a lot. aligning these across grade levels is too much.</p>
231	<p>Element 2 is something teachers should strive for but in content areas that may not be tested it can be challenging to track data on where the students were previously. How can that fit for teachers who may be in content areas where knowing where 200 students are at the beginning of the year can be challenging?</p>
232	<p>Element 4: I am trying to use less technology in my classroom, because I believe my students are on overload here. I wish that educators would be valued as the greatest asset in the traditional classroom learning experience rather than the digital babysitters. Data mining is not best teaching practices. Best teaching practices will often achieve the desired results since teachers understand what students have been taught and open-ended assessments often show what students learned.</p>
233	<p>Regarding "demonstrate competency in multiple ways" -- I wonder if this will mean that state-mandated assessments will be consistent with this, so that teachers aren't pressured to "teach to the test" as they so often are (in my experience, reinforced by their district coaches of all people! YUCK.)</p> <p>I wonder if USBE understands that these teaching standards need to be coupled with, ideally, NO MORE standardized testing that is in conflict with the achievement of these teaching standards, and that if testing must continue, it must be aligned with, supportive of, and directly amplify these standards (e.g., performance assessments with a student disposition component, reflecting what we value most). Fear of testing and a prevalent misunderstanding and misapplication of "data-driven decisions" by administrators/districts/parents is DESTROYING the ability for teachers to prioritize the essential teaching standards. Regardless of the fact that test scores and effective teaching standards *should* not be in conflict, the truth is that they *are* in conflict in practice, no matter how hard we try to gaslight teachers and tell them how beautifully the research shows that testing and effective teaching practices are not in conflict. So, YES, let's adopt these new UETS, but the only way to not sh*t the bed is</p>

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	for our assessments to either disappear or fundamentally change. The current situation is an embarrassing contradiction and circus-show of hypocrisy.
234	If student progress that is reported to the State will continue to be measured by standardized testing or if other demonstrations of student competency will be accepted. Some students simply don't perform well on standardized tests, though they may actually be able to demonstrate competency in less stressful types of assessment.
235	the difference between learning experiences and instructional activities. what best practices are in element 4? How do we know if we are doing those best practices?
236	What is a success criteria versus a goal? consistent language. Goals are clear and accurately defined. success seems like a weak use of words.  There is some duplication between other elements throughout these standards.

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## Standard 3: "I like..."

1	smart description of the use of tech and non-tech in the classroom
2	How clear and concise these sections are
3	It seems like at least for the first 3 standards that there are connections that can be made.
4	That the focus of instructional practices is not only on technology as it seemed to be in the past
5	I particularly like element 2. To me the wording seems to emphasize student responsibility in the learning process.
6	Elements 2 and 3 are excellent.
7	General themes
8	The break down of strategies, assessment and learning opportunities.
9	1-5
10	I like that you use the correct jargon, but realize not everyone's definitions are the same. I like that you have such high hopes for teachers and students. I like that you have taken to time to develop these many ideas into cogent statements.
11	The elements are clear and excellent.
12	that teachers are encouraged to use instructional practices to engage and inculcate a love of learning in students.
13	This is good too.
14	I like the focus on students' different experiences and funds of knowledge being assets to build on rather than deficits.
15	I like that the technology element is to intentionally use technology to improve instruction and not just use technology for the sake of using it. I like the use of data to guide and adjust instruction.
16	the focus on evidence-based strategies and collaborative practices
17	How instruction and assessment are combined within these practices  The emphasis on discourse and thinking/reasoning, and the importance of strategic questioning and scaffolding
18	I like that the technology component focuses on intentional design and purpose for using the technology.  I also like the focus in element 4 on "students' lived experiences" and "learner agency in choice of learning pathway and demonstration of competency."
19	Love it!
20	It looks good, other than there are too many elements.

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21	Element 1 and 5
22	Less words! When you make an evaluation template for these standards please also try to use less words than the last one. The last one was just too much, in so many ways.
23	encourage creativity and innovation
24	The inclusion of a variety of strategies.
25	How simple this is. The language and concepts will be easy for new teachers to follow.
26	I like element 5 and how it talked about using technology to help engage students throughout lessons and encourages their creativity.
27	The importance of using data and a variety of assessments to drive instruction in the classroom.
28	I like that it acknowledge the need for technological as well as non-technological tools to enhance and deepen student learning. I sometimes worry that technology is replacing good old fashioned teaching.
29	I really like how Element 5 talks about using technological and non-technological tools.
30	I really like that the phrase "evidence-based" was used instead of "research-based." Certainly research provides evidence for a teaching strategy, but it is not the only form of evidence that could be referenced.  I like the emphasis on questioning and "higher-level thinking, reasoning, and problem solving." I appreciate the courage of the people who worked on this document to give this such emphasis given the efforts of some state board members and legislators to restrict this type of teaching in the schools.  I like that assessment is explicit addressed here.
31	Teachers use both formative and summative assessment strategies along with many different tools to help motivate student learning.
32	I like that the teacher utilizes assessments to guide and adjust instruction the students success. This is very important in a kinder level so we can assess their success and see when and where to move on.
33	goals of learning/teaching
34	I like that how each standard builds upon the next and the structure is mirrored in each standard. The new design fits with PCBL & POG much better.
35	-Using data to influence instruction separates the good teachers from the great teachers.
36	The concept and Element titles
37	These look good.
38	I like that data is being used and there is an aspect about showing sensitivity to student lived experiences.
39	I like that this encourages teachers to find new ways to teach and not to rely on what they have done in the past.
40	This is well done.
41	I like the integration of technology to build effective teaching standards and professional development strategies.
42	Looks good!
43	most
44	that collaborative approach is used in this standard
45	This gets to the heart of what Educational Equity is.
46	Love!
47	I like that the elements address intentional and relevant instruction. As well as using technology intentionally.

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48	The "intentionally designs the use of technological and non-technological tools," is great because some skills need to be demonstrated without technology.
49	I like the idea
50	Element 4
51	I like the emphasis on evidence based strategies.
52	the emphasis on equitable learning opportunities and innovation.
53	I love the use of vocabulary and that assessment practices are included in instructional practice.
54	Let's do the best things for the best reasons.
55	element 3
56	The connection between instructional strategies, assessment, practices, etc.
57	Strategies to engage student in the learning, The word of Utilizes in the use of Formative and summative assessments.
58	this standard and how it breaks down the different elements of effective teaching.
59	Embed Technology and innovation is important to our lives. Encouragement of creativity and innovation should be an educational emphasis.  I like how all the standards are centered around the student and what they offer, what they come with to school, and then what they need for growth.
60	1. standards-aligned content is always a great idea. 2. focus on student engagement is good to see. 3. multiple assessment methods! 4. Teachers should be responsible for making their rooms safe for anyone of any background to attend class. 5. technology should only be used to enhance, not just to provide convenience.
61	Once again, I think these are well-thought of standards.
62	When there are clear concise descriptors that tie to previous standards but that aren't a repeat of them.
63	I like #2 about encouraging higher level thinking.
64	good
65	the elements listed.
66	Element 2 - questioning strategies to facilitate student discourse Element 4 - demonstrates sensitivity to students' lived experiences
67	Standard 3 and believe with lower class sizes, meaningful PD based on the personalized needs of educators and paid time to learn and implement the instructional strategies, assessment practices, paid time to scaffold lessons, and paid time to learn new technologies, educators can be successful.
68	I really like all of these - nicely worded!!!
69	I like the focus on Instruction.
70	I like that the elements are clear and concise and state exactly what teachers should be doing.
71	Element 5. Covid-19 taught us that technology is a viable ally in education, and we should hone our skills in that area to facilitate learning.
72	That it encourages higher level thinking and problem solving.
73	All but the language in Element 4
74	technology has a component, but also has non-technological tools and its all about the goals of incorporating technology, not just the use.

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75	The focus on effective instructional practice and pedagogy.
76	how this compliments the previous standard. These two fit nicely together. Also, perhaps the innovation part of this standard helps address my previous wonder.
77	I like that the elements support inquiry and student-based instruction rather than teacher-driven instruction.
78	Good ideas
79	All of it!
80	The data driven approach and variety (rose shine & furst 1971) 2nd largest predictor of student learning.
81	The expectations are good
82	Understanding a certain level of technology is good, but I believe schools are relying too heavily on technology and computers and need to do more hands-on reading of books, writing with pens and pencils, and doing computations without a calculator. They should also be careful embracing "lived experiences". Just because a child may grow up in a family that participates in illegal activities does not mean that questions in school work should reflect such activities.
83	These, once again, are well written.
84	-the thought that we should use "evidence from multiple sources to guide instructional decisions"
85	Elements 1, 2, 3, and 5
86	All elements
87	It's about time pedagogy is discussed, however, that might be hard for an administrator to measure.
88	the use of technological and non-technological tools to enhance and deepen student learning. Sometimes low-tech is the best way to learn, but teachers can be marked down on current evaluations if they are not always using stunning high-tech strategies.
89	These elements make sense to what we would expect teachers to do.
90	LOVE this! I love the emphasis on evidence-based strategies and collaborative practices. The focus on student engagement is great!
91	I like that this section is very clear and concise. It has simple instructions that make sense in context of the student-teacher goals.
92	The use of varying assessment types.
93	mentioning equity.
94	Nothing - again it's all a bunch of overstep and misguided efforts to make teachers responsible for everything and parents pass the buck.
95	that teachers are encouraged to provide student choice for demonstration of competency
96	It all looks reasonable.
97	I like the emphasis on evidence-based strategies and formative/summarize assessments aligned to the standards.
98	These standards.
99	The use of formative and summaries assessments. Both are needed to check for knowledge at various points in learning.
100	These look fine
101	Similar (other than wording) to old standards.
102	Elements 2, 3 and 5 best but all are well laid out. Children and people in general learn in different ways so being able to utilize multiple avenues to explain subjects would allow for understanding by more students.

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103	Again, I like the principle of this approach.
104	The absolute waste of time, money, and resources that went into this.
105	I agree that Standard 3 are reasonable expectations for teachers.
106	Yes yes yes!! Bring on the deep learning!!
107	All of this, it is what we as teachers strive for everyday.
108	Evidence based strategies.
109	This sounds like good teaching.
110	I like most all of this.
111	Not sure what to think.
112	A choice of learning path
113	Elements 1-3, 5
114	I like mention of collaboration, but it is a little vague for my taste. I would always like to see more cross-curricular collaboration.  I like sensitivity to students' lived experiences choice of learning. Both can make learning more effective.  I like mention of using different tools, but "technology" is too vague for me, and I would like to see the arts used more.
115	Qualified Core teachers are essential. I like element 3. I've had past administrators that didn't want us to test.
116	I like the emphasis of alignment in element 1. I also like the emphasis on evidence-based strategies.
117	it all!
118	Everything about this standard rings true and important. I especially like that this expressly mentions allowing for learner agency in choice of learning pathway and demonstration of competency. This is liberating.
119	Like them all.
120	collaborative practices, problem solving, learner agency in learning pathways, assessments
121	meeting diverse needs of all learners
122	I like all of them. Clear to understand and sound effective.
123	Element 3 of this standard is the best written and most concise of any of the standards. I think all elements of all standards should be reviewed and written to be as concise and direct as this one!
124	I like that this focuses on engagement and discussion level to stimulate higher thinking. I also like that teachers are using data to inform instruction.
125	everything
126	That teachers should be aware of their students needs when learning and using multiple assessments to assure that learning is happening in the classroom.
127	Element 1 - I like that the teachers are expected to use academic language and vocabulary, hopefully they hold the students to these standards as well. Element 5 - I love everything about this element. I love that the teachers will have multiple tools at their disposal to enhance and deepen learning. I hope that they are able to keep up with students who have high expectations and continue to encourage those while helping those who are not as motivated.
128	Sounds good. Like these elements.

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129	How simple and short the explanations are. It makes the standards and elements very easy to understand so teachers can focus on implementing them rather than understanding them. There are so many great things about these standards and elements!
130	These 5 elements are great.
131	I like # 1,2,3,5
132	All of these elements.
133	I like the idea of teachers relying on questioning strategies and engaging students in discourse.
134	how well this section makes sense
135	This group of elements as well.
136	I like using data from formative and summative assessments to inform instruction. I like using technology and other tools to enhance learning. I like developing higher order thinking and problem solving and respecting diversity and lived-experiences.
137	The elements.
138	I like the expectation to use evidence from multiple sources to guide instruction.
139	I like element #4.
140	How this section assumes that teachers have unlimited time, resources, and ability to administer individual lessons personally to all these "pathways" students will get to decide on; and that all students are going to actually be responsible and wise with that.
141	3: This is the least wish-listy. 5: Non-technological tools! Finally, some sense!
142	Its fine
143	I like that pedagogy is addressed! So many times I have met new teachers with no understanding of real pedagogy.
144	This is exactly what we would wish to see in classrooms.
145	Looks great!
146	High school student need project based learning it needs to be very balanced.
147	Element 4 allows for recognition of and sensitivity to the various lived experiences of students
148	Variety of evidence-based strategies and scaffolds!!! These two pieces are crucial to student success. Element 5: Thank you for including non-technological tools as important. So many of our students have a technology addiction and we only feed it by emphasizing more tech in the classroom.
149	Element 5 - indicating non-technological tools are valuable. Encouraging creativity and innovation
150	The concept that every student learns differently. Teachers need to be creative in the methods they use to teach.
151	I like all of it.
152	Data-driven instruction is key to knowing where students are at in their learning.
153	I love that questioning strategies to facilitate student discourse is included. I love that element 5 includes intentional design as a part of implementing technology tools. I also love that innovation is included as a teaching standard.
154	That the standards build.
155	The focus on multiple measures and pathways to demonstrate competency. I also like the focus on language and vocabulary. I especially like the encouragement of creativity in learning.
156	Multiple sources. Although this should say sources that show all opposing arguments.
157	that continued improvement in teaching skills and knowledge is important.

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158	Teaching needs to be engaged and effective
159	I like using different assessments!
160	Idealism. High goals.
161	Technological and non-technological tools, I appreciate that both are mentioned. Technology can be great as long as it is used well versus being overused ineffectively.
162	The wording of each element, specifically using words like "intentionally" and "facilitate"
163	Nothing
164	The teacher intentionally designs the use of technological and non-tech tools
165	I like element 1 overall.
166	In an ideal world, this is great.
167	Element 1-3 are fine.
168	I like the focus on evidence-based practices and higher level thinking,
169	1. inclusion of assessments 2. love the inclusion of UDL in element 4.
170	This standard, by itself, has important elements, but how much of it is redundant to Standard 2?
171	the expectation of using technological and non-technological tools.
172	Element 1: "critically analyzes evidence from multiple sources to guide instructional decisions."
173	I like the focus on learner agency in Element 4.
174	I don't like any of this...So much of the vocabulary used could be subjective based on the teachers beliefs.
175	This is very broad. Is this for all teachers in general?
176	Element 5 - I like that this tells us to keep a balance between tech and non-tech tools (or on-screen and off-screen time)
177	Almost all of it
178	that you state that the strategies need to be "evidence-based" that you included technological and non-technological tools
179	Data-driven
180	Student choice.
181	Great.
182	I like the use of the word "pedagogy." I like that specific instructional strategy categories (all research-based) a explicitly defined.
183	Again that it seems inclusive
184	I especially like the wording and message of Element 4 - equitable learning opportunities. The term "learner agency" is especially descriptive.
185	I like the use of the word "collaborative", very needful in education.
186	I like these elements and especially the focus on equitable instruction.
187	Standard 3: Yes, collaborative approaches that include the student and the family are important in meeting learning, growth, and development needs.

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188	I really like element 5 and how it is worded. Technology and Innovation is critical in todays society and education.
189	I like that this emphasizes a variety of evidence based strategies and formative and summative testing. I think we too often focus on summative assessments without any way to make changes afterwards.
190	Looks good.
191	-that Element 3 seems simple an concise.
192	Data driven and collaborative approach Equitable learning opportunities -- instruction relevant to students' diverse contexts Embedding technology intentionally
193	The standard and elements 1,2,3 and 5
194	Element 2. As we move closer to computer-based learning, we'll need to re-assess how effective it is vs. more standard practices.
195	I like how reading this I feel like the state of Utah feels like perhaps Problem Based Learning and teaching with the intentional of deepening understanding and keeping higher depth of knowledge in mind is a good thing. This Instructional standard practice makes me really happy.
196	stimulating higher-level thinking.
197	it all.
198	"relies on questioning strategies" - It's more important to frame and present the right questions than have all the answers.
199	formative and summative assessments technological and non-technological tools to enhance ...student learning
200	I like the emphasis on academic language and vocabulary to guide instructional decisions, the use of strategic questioning to facilitate discourse and deeper level thinking, and voice and choice in demonstrating learning or competency.
201	the option for learner choice and using technology and non technology tools for teaching.
202	I really like Element 5! It's so exciting that creativity and innovation are recognized! Thanks!
203	Attempting to meet the diverse needs of all learners.
204	Technology is great - WHEN and IF it works.
205	Element 1,2,3,5
206	In element 3 that assessments function to guide teacher decisions.
207	the emphasis on the diverse needs of all learners
208	What is the expectation for measurement? Will teachers be creating a portfolio? I feel like this is not only too dense, but not observable in even more than one observation.
209	The focus on creativity and innovation!
210	Effective is a powerful word. We have to really think about how we can teach effectively.
211	The split that highlights the importance of presentation/instruction, assessment, and equity The recognition that assessment should results in adjustments to instruction
212	I love Element 2!
213	I like element 4! What a great way to help students feel integrated, when they can see themselves in the materials presented.
214	I support the implementation of effective instructional strategies.

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215	Element 5, the intentional design is good. I like all of these things actually. I like that these standards are more aligned with personal learning and evidence-based practices.
216	I like . . . no, LOVE the change of addition of questioning to create discourse.
217	Element 1: I like that we are implementing effective pedagogy. Element 2: Implementing effective teaching strategies is one of my favorite instructional strategies. I appreciate this standard very much. Element 3: I appreciate that we are to assess often. Element 4: I appreciate that students ought to be able to choose their own pathways for learning! Bravo! Element 5: I appreciate that we are to use diverse learning resources.
218	I like all of these standards. I like how pedagogy is only one of the elements. I like how innovation is not all about technology.
219	I LOVE this part: "allowing for learner agency in choice of learning pathway and demonstration of competency."
220	Element 2 is such a mature and effective strategy, implementing this element will help build the student's resilience and future academic and professional performance.
221	The idea of encouraging creativity and innovation in student learning (Element 5).
222	the emphasis on academic language and vocabulary.
223	Change dispositions. Element 1 stops after instructional practices. (Please keep these simple for administrators and educators)  Elements 2 some duplication with other areas. We say uses many strategies then rely on questioning as the premise for information.

### Standard 3: "I wonder..."

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1	Element 1 should be "Content Knowledge" - with a new description Element 2 should be "Effective Pedagogy/Instructional Strategies" - combining a concise description from the current elements (and leaving out "content knowledge")
2	What exactly is meant by allowing for learner agency in choice of learning pathway?
3	if a new teacher would be overwhelmed by the breadth and depth of expectations for their profession.
4	Will there be resources connected to the standards for teacher reference? How is the number of elements determined for each standard? Less is usually better.
5	I wonder if the wording could be adjusted to make room for pedagogical approaches that don't fit the mold. I'm thinking specifically about something like a montessori model for example.
6	If this statement needs to be changed- "Allowing for learner agency in choice of learning pathway and demonstration of competency". The reality is that giving 30 students in a classroom 30 different ways to choose their learning path and show what they know is not feasible.  If some of the upcoming curriculum legislation should change some of the language on this standard. Some of this legislation is going to require district to adopt and use curriculum and will not rely so much on the teacher creating curriculum to teach. If that's going to be the rule then our teacher standards should reflect the expectation that teachers use the curriculum adopted and implemented by their school district.
7	Element 4 is a bad idea. Much of the world is completely unrelated to student's backgrounds. It is up to teachers to make their lessons engaging and interesting even if it is unrelated to their personal "lived experiences". Also, teachers should not be changing what is taught based on assumed or real "lived experiences".
8	To what extent is pedagogical content knowledge differentiated from general pedagogy? This distinction should be made clear. See comments on last section.  Assessment appears as a passing reference. See final comments.
9	As teachers are taking the PPAT, they are being asked to design instructional strategies with their learning activities. I wonder if there is a way to make that a little more clear in this standard.
10	I am well education and have taught for many years; however, I wonder if this is the next "volume" of what is expected without a lot of how it is going to be taught to teachers, have measures to know if they know what they are supposed to do, and retraining and followup training as time passes.
11	I wonder what 'learner agency in choice of learning pathway' looks like? I can see how that might apply to secondary students considering university or vocational pathways. What does it mean for elementary students?
12	If element 3 should mention that assessment is utilized on classroom, school, LEA, and state levels?
13	I wonder what the difference between "pedagogy" and "instructional practices" is.  I wonder what "a variety of evidence-based practices" means. I have seen this phrase used to support just about everything.  I wonder why the specific techniques referred to include "collaboration" and "questioning strategies" and scaffolded "learning experiences" but doesn't include direct instruction or student practice.  I wonder why teachers are encouraged to embed technology and innovation. Instead they should consider the standard they are teaching and figure out the best way to get there. This emphasis on technology usually puts the cart before the horse and results in poor instruction. If teachers truly used backward design, they would, of course, often find that technology can enhance their lesson plans, but I don't usually see the good in pushing it.
14	how educators are expected to accomplish such high expectations of engagement when society, as a whole, diminishes the attention span and glamorizes a life of luxury and ease. I wonder how we are to teach students when the need to learn is met with the lack of resilience necessary for students to persist in the face of difficult tasks.
15	I wonder if "data-informed" is a better term than "data-driven." Saying "data-driven" suggests teachers teach data points, not students and that outcomes alone matter, not how teachers and students strive towards those outcomes.
16	I wonder how much teacher learning will need to happen to "allow for learner agency in choice of learning pathway and demonstration of competency." I also wonder what this specifically will look like in K-3 classrooms. One of the

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	professors in my Masters of Education program did this beautifully, but I wonder if it would place a burden on secondary teachers who can have over a hundred students. I am not saying this to discourage the element, I like it. I just think these are places where we will need to support teachers and really think about what we want this to look like.
17	Why are questioning strategies specifically listed in Element 2? Why formative assessment isn't identified as a process...Suggested edit: The teacher utilizes both the formative assessment process and summative assessments...Listing it the way it is currently worded leads educators to incorrectly assume formative assessment is a test or a quiz.
18	How teachers will navigate these expectations if the adopted curricula in their districts lack opportunities to engage in the high-quality instruction and/or comprehensive assessment described in this standard
19	If my responses would be different if I saw example rubrics for each element as well.
20	I wonder if this standard will help push us toward competency based grading and away from traditional, inequitable, and often unreliable grading practices.  I also wonder, again, if there needs to be a PLC component to this.
21	I wonder if there are critical elements that could be indicative of other elements are been done. Similar to the state curriculum standards. During the pandemic, schools received critical standards that needed to be covered at a minimum.
22	With element 4, I would be concerned with "allowing for learner agency in choice of learning pathway and demonstration of competency." If this is an expanded description of differentiation that is great, if it is a movement toward a Montessori approach, that is not great.
23	Element 1 seems similar to standard 2, element 1. It seems redundant. Element 4 seems similar to standard 1, element 3. Element 5 seems similar to standard 2, element 5. It seems too difficult to separate them because I can't imagine the teacher doing one without the other.
24	Element 3's language might be clearer if it read: "... both formative and summative assessment," minus the the plural s. Formative assessment is so embedded in instruction--using the plural form, to me, conjures something more formal than authentic formative assessments.  Are the titles of Elements 2 and 3 too similar? Many define pedagogy as instructional practices/methods.  Should Element 5 have some mention of evidence-based practices? I worry that having technology for technology's sake, or vague "creativity" as a goal, invites less/non-useful use of technology.  I'd like a better description of Element 4. Think of a kindergartener having "choice of learning pathway." "Lived experiences" seems jargony and vague. I'd want clearer success criteria for this element.
25	Can we change all the teachers to educators? (It would include more people that way)I think this standard and 2 are pretty similar. Element 3- can we tweak the wording to using student data to guide instruction? I think Element 4 can be really hard for many content areas in middle and high school. How are they suppose to show that in keyboarding or PE?
26	How is the teacher supposed to get everything done that you require of them?
27	Is some of this redundant with previous standard?
28	Why the term "relies on questioning strategies" was used in element 2? Relies has a connotation far stronger than the phrase "including questioning strategies".  Why was this included "allowing for learner agency in choice of learning pathway and demonstration of competency"? We aren't just teaching content in schools, we are striving to impart on the students skills, habits and positive mindsets in the face of often nonpreferred activities. I am not saying that school should always be setup to be a nonpreferred activity but that there needs to be times when the students are asked to do things that are hard for them and in a way they don't prefer to help them grow. Writing in that we should allow them to choose builds in an expectation that they should be able to do that whenever they would like, rather than letting the decision to

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	accommodate come down to the teacher (who should know the student and their capabilities or be in the process of getting to know them).
29	how will these be demonstrated? What if you disagree with an admin's evaluation?  Also, for #4 how could I realistically allow each student to decide on their own how to show competency?
30	when the teacher does not have the proper knowledge or understanding of the types and purposes of assessment and observations, how do they use assessment results to inform teaching? I am astounded by just the formative and summative assessments listed here. There is nothing about authentic, classroom or home based, and culturally meaningful assessment and observations. No wonder standardized tests are the only assessment tool that teachers know and use.
31	Can teachers be better trained to help facilitate student discourse and stimulate higher-level thinking, reasoning, and problem solving? This area is something that is so important but requires skills that are often lacking in teachers. It takes confidence for teachers to do this and certainly requires more effort and energy.
32	Given that there is this one element (Element 3) that explicitly addresses assessment, I think my previous comments about giving more emphasis to assessment in elements in other standards should be considered seriously so that the role of assessment is made more explicit throughout.
33	Technology has been rather difficult to use effectively. Will it be used in the manner that it should be?
34	About the technology at this early age. Though I know they know how to use (an I pad) this is not always available at some schools especially for my grade level and students.
35	Where is the time to effectively plan this?
36	I wonder what the learning curve will be for teachers, and how soon will this be part of the evaluation process?
37	-For true data usage and for data to truly influence instruction, educators need time to make that happen. Building in more contracted teacher prep days, especially for data dives and usage is critical. -Time is critical.
38	Who is going to judge content pedagogy? For example, how can an administrator who was a Language Arts teacher judge how well a Math teacher or a CTE teacher is doing in teaching their content? Next though we know that formative and summative assessments are key to good teaching, not all formative and summative assessments work the same in all content areas, making a blanket statement leads to problems to non core content teachers.
39	How the emphasis on data-driven, which puts data at the center of decision making will impact teacher dispositions to student-centered approach's? Why not use data-informed, but used in a way that is sensitive to student lived experiences.
40	What type of evidence would be analyzed to guide instructional decisions. Will this be a requirement of administration (both school and district), school boards, and legislatures when making instructional decisions?
41	Element 4: Teachers and administrators will need guidance on this. We would want to ensure a high standard for mastery of skills is achieved. Again, how will we be able to measure this during observations? What does success look like, specifically in this area?
42	Element 4 - how do educators do this if they are not aware of the student's lived experiences (see my feedback for Standard 1). Also, to provide a choice in learning pathways and demonstrations of competency educators need more prep time and more intervention time with students and less meetings and other expected obligations. Educators also need a tool to make it mandatory for students who are failing to come in during Intervention time to work with the students and a consequence for a student who doesn't show up (e.g. a truancy)
43	I wonder if there will be time/money devoted to teachers being able to obtain professional development within their contract or if they will be required to reach these standards on their own time. I also wonder how materials will be handled at the school level if a few parents object to materials that will positively affect students who are not like their children.
44	Need more information on lived experiences, learner agency in choice of learning pathway
45	If students are free to choose their own learning pathway are we finished with state testing?

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46	Because of COVID we have become very dependent on computer driven technology, thus students who need hands on are suffering. Teachers could you support of best practices of "post COVID"
47	if teachers currently teaching will be allowed to collaborate to design teaching and learning experiences that meet their individual class's needs or if they will need to abandon their designs for administrator and school district's wishes even though the said teachers are the experts for their classes.
48	How many teacher actually know what this means and how to evaluate their micro-messaging.
49	I wonder if this standard can be measured objectively or if there will be rubrics or resources available to help teachers figure out how to intentionally use tech in the classroom. It seems a little subjective.
50	Where does developmentally appropriate practice fit in because our standards for kindergarten have been pushed past the development of the majority of 5 year olds?
51	what element 4 looks like in real life? What does it mean to allow a learner agency in choice of learning pathway AND demonstration of competency? Do they get to choose what they learn and weather or not they think they've learned it? How would a teacher support 150 different students in this goal?
52	Elements 1 and 2 are very similar and will be thought of as the same thing to most teachers. Pedagogy and instructional strategies go hand in hand.
53	#4- Again , this equity piece seems too broad. What does all this mean and how does it translate into an actual classroom? If a student doesn't want to take tests or do writing assignments, this standard seems to encourage a teacher to let the student forgo these things based on a student's individual choice. Won't this further complicate teaching? How does a teacher effectively gather competency data if all 35 students in their classroom chose to prove competency in their own unique way? Does a teacher have time for this? I understand the need for individual adaptation( I have children on IEP's) but again worried about the real world application of this
54	How you would like teachers to know their students' diverse contexts? How can that information be collected and made accessible to teachers? If all students in this state attend schools with equal and adequate access to technology.
55	How does that look in kindergarten? Will this increase the number of assessments for students?
56	Not enough reading in schools?
57	standard 2 and 3 both talk about technology to deepen learning.  Add Teacher Teams..... not just teacher
58	I feel like technology fits under strategies. There is no reason for it to be it's own. Implement Effective Pedagogy falls under Standard 2 and is covered completely there. If it is planned for, it will occur. We don't need it to be under both.
59	Why we always separate out planning/preparation and implementation. We can bring these together and say something to the effect of: "plans and implements effective instructional strategies" Can teachers practice what they plan? When we connect the two standards, it makes a powerful bond where teachers should be able to better reflect and improve on their practices.
60	Element 2: Demonstrates an understanding of specially designed instruction for students receiving special education and language instruction for MLL students Element 3 or 4: incorporates and documents required accommodations and modifications for students receiving special education services
61	Technology is already included on Standard 2 Element 5 as a best instructional strategy.
62	if within this standard we could clarify the importance of differentiation?
63	Again, I wonder how we will support teachers with the time and resources/funds needed to
64	I have thought about and talked about this for years, but who can provide authentic and relevant PD about cultures and diverse community needs in our City/State? Who can provide us with relevant cultural literacy material to support all students to become more knowledgeable about other cultures and customs? Whether it would be from non-profit agencies or what teachers need to understand the customs, culture, backgrounds about our students - refugees, homeless, ethnic groups, etc.. Provide us with information and

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	knowledge about the students and families we are getting. What is their best learning methods within their own communities/countries?
65	I wonder what it means in element 4 (allow for learner agency in choice of learning pathway )? Not sure what that means.
66	I think number 2 and number 3 can be combined as instructional strategies and assessments, since they are inter-related.
67	How is "use of academic vocabulary" defined? Some students function a little more easily when teachers are using a combination of academic and vernacular language. What other engagement strategies might be more valuable than just questioning? Teachers often don't know what kinds of life experiences students have had, so how can teachers be sure that the instruction is actually relevant to the students in the room? Sometimes we use technology for the sake of technology. Maybe it would be good to include something about the appropriate use of non-technological resources and methods as well!
68	No additional insights into this. The building administrator can assess the competency of these based on observations, discussions & data analysis.
69	I wonder if Standard 2 Instructional Clarity and Standard 3 Instructional Practice could be fleshed out a bit to differentiate more between the two.
70	What are effective ways to find out what the students' "lived experiences" are?
71	Standards 2 and 3 have a lot of overlap. I wonder if they can be combined or clarified.
72	whether teachers will receive unencumbered planning time needed for this type of high quality instruction. There is so little planning time now being used for meetings, or having others outside the classroom oversee what we are doing.... I wonder when we will be treated as true professionals trying to implement best practices based on knowledge, experience and collaboration in the way that works best for US. We have to constantly adjust instruction for students, but teachers have to do everything in lockstep.
73	Element 5 seems similar to Standard 2 Element 4 "intentional use of multiple tools."
74	How districts will be able to find highly qualified teachers, with the prerequisite knowledge, pedagogical skills, knowledge of the CORE standards, data analysis skills, and cultural competence to replace the teachers who are leaving the profession in a mass exodus?
75	I wonder what Element 4 looks like in an elementary classroom.
76	About schools that still don't have a strong technology component to learning due to budgets and resources. How will they reach this goal?
77	How we are supposed to diversify for individual instruction in a class with so many different needs.
78	These standards will apply to K-12 teachers, so I really wonder in Element 4 (learning opportunities) how a primary grade teacher will appropriately "allow learner agency in choice of pathway and demonstration of competency"? The language in this element could end with "...students' lived experiences" to make it applicable more to a K-12 range.
79	some of these maybe overlap with standards 1 and 2? Not sure if this is clearly separate from earlier stanadrds.
80	If the element on assessment could or should include the ability to create and connect assessments to standards (backward design). Also, should the skill of being able to use assessment data to adjust and inform instruction be included here?
81	what kind of support new teachers and those teachers seeking ARL will have.
82	I wonder if there could be another element that focuses on collaboration. I see that collaboration is part of the instructional practice, but there are no elements that support that part of the practice.
83	Teachers need the technology information preloaded by trainings on technology or PBL in the classroom prior to being expected to incorporate it into their classroom.
84	What quality teaching and pedagogy look like for those with no training.

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85	How is this going to be assessed? By the student, administration, parents or is there a committee that will review the teachers so there is a group assessment verses one persons assessment.
86	I wonder about the assertion of utilizing evidence-based strategies. Doesn't that just mean that they have churned out enough faulty cause/effect multiple choice tests that they have figured out if kids are aligned to particular attitudes? I would rather see that kids actually know how to do math, can read at grade level, and are just as adept at arguing against climate policies and gender ideology as they can recite the left's support of it.
87	What trainings you have in place to ensure teachers are trained on the technology they have (most have not been trained) and how this will be measured with the lack of training teachers receive on many of their programs and/or technological pieces.
88	-once again, where teachers are going to get the time to prepare all of this. It sounds great in theory, but our teachers are not given enough self-directed preparation time to "critically analyze" potentially dozens of effective instructional practices while also ensuring equity, student choice, going to IEP meetings, grading assessments with individual feedback, implementing administration's pet projects, straight-up babysitting for absentee parents & teaching all day.
89	I wonder what Element 4 will look like or examples that will be given to teachers on how to show they are being sensitive to lived experiences.
90	Why and how an admin will measure "equitable" learning opportunities? Very concerned about allowing learner choice? Concerned about what may work for secondary but not elementary or early childhood.
91	how teachers can be given enough time to plan to use the most effective tools and strategies.
92	I think "learner agency in choice of learning pathway" can be taken wrong. Or, how would that fit in public school context?
93	I wonder how we can implement/embed technology and innovation on our small budgets. It's so dang expensive! We know it's necessary, but there are so many things that require money and technology is one of the more expensive things.
94	When teachers will have time to plan/create all these assessments. How they will gather data when they have to give multiple ways for students to be assessed?
95	What is the lesson plan
96	soooooo many education buzzwords: "evidence-based strategies, scaffolds, formative and summative assessment, learning pathway, facilitate student discourse, data-driven and collaborative approach"
97	I wonder how feasible it is to allow for learner agency in learning pathways and demonstration of competency when there are 38 6th graders in one class. That is a lot to manage and track as one teacher.
98	This is great but to actually be able to do this we would need smaller classes and more support staff. Not to mention more prep time that isn't consumed by other tasks.
99	Why we are asking teachers to make their jobs more difficult by asking them to acknowledge learner agency. If a student is not there to learn, public school is not the best option. Behaviors are out of control as it is, let's not give them more fuel.
100	How is teacher supposed to give all kinds of different learning pathways? What do you mean by that? How do they give instruction to the whole class if everyone is on different learnong pathways?
101	I use technology often in my classroom. I hope we also don't underestimate the importance of hands-on activities. It says non-technological, but I wonder if intentional placement of wording regarding hands-on would be helpful.
102	Scrap element #4
103	Again if future legislation would hinder effective learning based on element 3.
104	Again, your environment is not conducive to sustain this. It will be shut down the second another student becomes offended that a teacher actually adjusted pedagogical approach to connect with as many students as possible.  I also find it interesting that, for as much as this section is supposed to be about pedagogy, it focuses very one-sided on the teacher portion of the relationship. There's very little, if any direction to open student awareness or to promote the student side of the relationship. This isn't a pedagogical relationship, this is a teacher curriculum. That's not pedagogy. How did you not catch that? For there to be pedagogy, there must be discussion on how the student

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	can contribute to the classroom setting. All of this discussion on pedagogy and there's not even a single word devoted to the concept of discussion. That's a clue that you're aiming off the mark currently.
105	If those who wrote it are dumb because it's not the way they were taught. Standards didn't exist back then.
106	I wonder what supports or is being done about summative assessments. Educators need a consensus of performance rigor in content areas and grade levels. Often the writing of common assessments and summative assessments are created by a grade level or an individual teacher. For example, a teacher can "create" a summative assessment that makes their students appear proficient or to have mastery, but the rigor is lacking and therefore not truly meeting the vertical alignment for the next grade level. It makes them appear to be effective teachers, but when the scores for the end-of-year testing come the students' scores do not reflect their classroom scores. The opposite is also true, the assessment created exceeds the standard of rigor of the content area, and students are placed in unnecessary remediation efforts.
107	If a variety of macro and micro PD could be provided for teachers to choose from that could enhance their knowledge of ways to increase deep learning in their classrooms?
108	Sometimes kids don't know enough to choose a viable path. One of my friends described her 6th graders as having gone feral the past 2 years. They could use discipline more than directing their own learning methods.
109	What happens when we realize there isn't enough time in a day or a week to meet all this criteria effectively.
110	Hey wonder what element 4 looks like in real life? Multiple options for assignments? Modifications for individual students? How will teachers have time to do that?
111	All being done already by most competent educators. Imagine all the grading being done for 6 classes with 40 students which is 240 total. Smaller class sizes can only happen with more educators. Please make a plan to find, hire and retain teachers.
112	I oppose element 4
113	What programs are best for these outcomes? How much research has been done in online tools that create the best results? How are school districts going to pay for these resources if they do not already?
114	I wonder if students will choose the equitable learning strategy and it will end up fair, or if lazy students will gravitate towards the simple material and easy homework/assessments.
115	Didn't really understand.
116	If you plan to give teachers professional development days as well as enough paid preparation time to do this required standard. The quality of technology learning tools. Some implemented in the past few years have truly been of no value.
117	Clarify what are evidence-based strategies for teachers and schools.  Element 4 has potential to cause a lot of issues. You use the word "choice" and in this day and age there are some groups of parents who want their child to learn something "this way," but the reality is the student should learn more than one angle. Please consider either taking out Element 4 or heavily reword it.
118	Element4: diverse contexts...this is easy to do when doing phenomena in my chemistry class. This becomes really difficult to do when discussing the the basis of the atom and the laws of chemistry. All of these 'discoveries' and 'laws' are attributed to white European Males....How do I incorporate diversity for many of the main/foundational ideas in the chemistry core?
119	Aren't most teachers already doing these things. Schools really need a more equitable budget to make education more effective in lower income neighborhoods. School funding should be at the state, or even federal.
120	For element 2, who decides what evidence-based strategies are used? Sometimes admin tells us we have to teach a certain way because it is the "only way".
121	I wonder about why "collaborative practices" is separated from evidence-based strategies. It could be more concise to just say evidence-based strategies. Also, then if the diversity of students you teach do not have collaborative experiences as an evidence-based strategy for them you have more freedom. Also, I wonder about "questioning strategies" in element 2. That isn't the only way to facilitate student discourse and stimulate the higher-level thinking desired and it restricts teacher freedom to require such a thing. I wonder about the wording in Element 5. I don't really understand what it means and I'm not sure how I would

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	measure if a teacher were doing it. What does it look like to be proficient at element 5? What does it look like to not be proficient at element 5?
122	if the reinforcement of adaptive, appropriate learner behavior could be more explicit (teachers model, instruct and reinforce)
123	<p>Again, define “evidence-based”. Historically, what has been defined as “high quality” and “evidence-based” is highly political and may not be culturally relevant or culturally sustaining, and typically overlooks what we know about how children in early childhood (birth-3rd grade, or age 8) experience, develop, and learn. I encourage the writers to consider what they consider to be “high-quality” and “evidence-based” and what critical, inclusive approaches to instruction have been, are, and will be overlooked or discounted on the basis of “evidence”.</p> <p>“Data driven”: What data will teachers be expected to use, and what data will they be permitted to use? For example, qualitative observations of student learning, observations and conversations with families/caregivers, and multimodal documentation ought to be highly valued as data. Test scores cannot drive teaching and learning that will “meet the diverse needs of all learners”— there is overwhelming evidence from peer-reviewed scholarship over the last 40+ years that “data-driven” instruction may perpetuate educational inequity. Beware of lip service to diversity, equity, and inclusion. Consider the ways that “data”, “evidence”, etc. relate to equity and inclusion.</p> <p>Standard 3, Element 3: Both Standard 2 and the bellow, Standard 3, Element 4 imply that students have input on how they will be assessed so as to demonstrate competency or learning (this is great!), but Standard 3, Element 3, says that the teacher implements effective assessment practices. Of course, I think teachers should implement effective assessment practices, but I think some reorganization and/or rewording may be necessary to maintain integrity to your intent to position students as learning partners, as articulated in Standard 1.</p> <p>Standard 3, Element 4: Sensitivity does not lead to equity. “Sensitivity” “to students’ lived experiences” may be too vague and limited. What does “sensitivity” mean? We do not just want teachers to be aware of, sensitive to, tolerant of lived experiences. Lived experiences should directly inform school and classroom organization, what is taught, how it is taught, and how learning is assessed. Will that happen? Will teachers be supported to make decisions based on their emerging knowledge of student’s lived experiences? What if a teacher’s very valuable understanding of their student’s lived experiences diverges from how standards define “evidence-based” and “competency”?</p> <p>Standard 3, Element 5: “desired student outcomes” according to whom? I wonder if that could be clarified.</p>
124	The same language clarity needs to be addressed here as well, see questions from previous section.
125	if teachers have the time to do this - class sizes are too big
126	How will we know if ALL teachers are following these elements?
127	Number 4 - What does “allowing for learner agency in choice of learning pathway” mean and look like?
128	In element 4, what is the need for the wording "diverse" and "lived experiences"? Teachers already understand that every child comes from different back grounds, and other laws prohibit prejudice. There is no need to constantly harp on diversity to teachers, they live it daily.
129	What resources will be available to teachers across all grades to make implementation of their lessons most effective in the classroom setting?
130	Nothing sticks out
131	I had to look up the word pedagogy. Not an everyday word for parents.
132	<p>Was Element 2 (the use of evidence-based strategies)also addressed within the last standard (Standard 2) Does it need to be in both places?</p> <p>Element 3: Maybe talk about utilizing the data? We give assessments to get data and make data-based decisions. "The teacher utilizes both formative and summative assessments to collect student data that can then be used to make data-based decisions to guide and adjust instruction to informal and support students' success.</p> <p>Was Element 4 also addressed in the last standard (Standard 2)? Does it need to be in both places?</p>
133	I dislike the phrase "data-driven." I do not want the data to be in the driver's seat. I prefer the phrase "data-informed." I want the data to inform the decision-maker (the teacher), and then the decision to be made by an educated, skilled, expert human being. I also prefer the phrase "learner-driven."

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	<p>I also dislike the phrase "teaching and learning," and much prefer the order to be reversed to read "learning and teaching." It puts the emphasis in the proper order.</p> <p>So if I had my druthers, I would phrase this standard's description to say ". . . demonstrate an approach to learning and teaching that is learner-drive, data-informed, and collaborative, . . ."</p> <p>I wonder if the titles for Elements 1 and 2 do not provide a clear distinction between these two. Their descriptions are a little different, but the titles sound like synonyms: "1 Implement Effective Pedagogy" and "2 Implement Effective Instructional Strategies." These titles are basically saying the same thing. Consider keeping their descriptions as they are, but revising the titles to draw a more clear distinction between them.</p> <p>As I mentioned in Standard 2, beware of the "technology for technology's sake" approach. Pedagogy should drive technology, not the other way around.</p>
134	<p>About #4</p> <p>If students need anything base on there race or living situation, that takes time from teachers teaching, and students learning.</p> <p>There is special programs that can help with this that can help give the students a learning platform on there own individual circumstances</p>
135	I wonder how schools will help facilitate professional development around the concept of questioning strategies.
136	if element 1 and 2 can't be combined
137	<p>I wonder how to allow discussion of and respect for diversity and different lived experiences without running into conflict in today's political climate.</p> <p>I wonder if I will have access to appropriate technology or if I will have to pay for it with my salary.</p>
138	Why they aren't more specific in teacher language.
139	I wonder what it means to allow for learner agency in choice of learning pathway and demonstration of competency.
140	I wonder if the standards could be written several ways that would distinguish expectations for younger grades, middle grades and older grades. I teach first. Kindergarten is not required by law. I have to teach how to do school, social skills etc. as well as curriculum. We want to be fair to students, but are we using the same lens for teachers? First is different than 2nd, 3rd, 6th, 10th grades...yet we all have the exact same same standards. Where is the differentiation that teachers need to do, but all have to adhere to the same standards.
141	Does this mean all teachers will be sensitive to student needs insomuch that they change all teaching modules from teacher-directed to learner-directed? How will that work in Utah's overcrowded classrooms?
142	Element 4 is a big problem. HOW is a teacher supposed to be sensitive to everyone's "lived experiences"? Are YOU sensitive to everyone's experiences? Do you know about everyone's lives? That is completely unrealistic. It's also NOT "equitable" to let students choose their own learning pathways and competencies. Are you willing to keep track of 32 different projects, pathways, assessments, etc. of 32 different students at once, plus stick with the core standards, plus teach the whole class together even though every student is doing different things, plus have time to let every one of those students "demonstrate competency" individually? It's simply not realistic.
143	Element 4 is odd. Agency in demonstration of competency because of 'lived experience'?? Seems like a cop out from accountability
144	<p>1: Are you expecting teachers to now be educational researchers? Who has the time to "critically analyze evidence from multiple sources"? How will you make this easier for teachers? Why include the use of "academic language and vocabulary" -- what benefit do you imagine that this confers?</p> <p>2: How, again, will you mitigate the impossibility of meeting the needs of "all" students? Does this actually mean smaller classrooms? Who has the money for this?</p> <p>4: Is this dumbing down the curriculum? Choice of learning path sounds delightful, but how can you do this while still meeting the state's core standards? How will you objectively evaluate "students' lived experiences" to avoid preferential/ideological weighting?</p> <p>5: How will you determine what constitutes "appropriate use"?</p>
145	I wonder if element 3.2 is too similar or repetitive to ideas in element 2 (prior to this question)

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146	Once again how "choice of learning pathway and demonstration of competency" interacts with "achieving desired student outcomes". As long as end-of-level tests judge student achievement, this will be a mis-match.
147	How the teachers themselves are assessed.
148	The word "dispositions" is troubling to me. Are teachers going to be judged on their moods now? Are teachers not allowed to have a bad day or some bad days? Teachers are human beings (just like their students) and having elements that judge them on their experiences or mood that day and how they are feeling seems harsh and very hypocritical (if a student is having a bad day we are expected to try and help them, not judge them or punish them for it).
149	Isn't this what teachers have been doing for years? Why don't we eliminate the jobs of the people devoted to writing this drivel, and spend the money to hire teachers, to work in the classroom, teaching children? If we must kill the forest to get paper, lets use that paper writing novels worth reading, instead of this drivel.
150	I wonder how our already over-worked, under-appreciated, under-paid teachers are going to find time to cater to all of these First World non-issues while keeping all of their non-involved, complaining, entitled parents happy?
151	Element 1 feels redundant. How could the wording be adjusted so that it stands alone, but remains related to standard 2? How will grading work with element 4? How will instruction work in elementary school when many programs are scripted and students are not always developmentally ready for choosing their own pathway?
152	learner agency in choice of demonstration of competency. As math teams we have common assessments to assure we are grading/assessing the same.
153	How these effective teaching standards tie to the P-20 competencies. Instructional Clarity and Instructional Practice standards seem redundant in some elements.
154	Technology is overused in the classroom. Teachers are becoming facilitators instead of mentors. It is destroying the love of learning & the love of teaching, along with the excessive assessment requirements that never seem to stop coming from the state level.
155	I wonder why I have never seen both a formative and summative assessment that guides and informs my student's instructional program. Please let me know where I can get one.
156	While the standards take a different approach, it would be nice to link the corresponding standards and elements as they build. I think it makes the standards not seem like we're asking them to do 25 different things, but we're asking them to say, 5 things with different approaches in mind.
157	How are teachers supposed to do this without more paid, protected prep time that principal cannot take up in meetings?
158	Should the teacher explicit teach academic vocabulary as well as use it? Also, I think that teacher should facilitate curiosity in the learning process, as well as creativity and innovation.
159	Why this all seems so broad and why its even needed.
160	I dislike "Provide Equitable Learning Opportunities" in that it focuses on race rather than character. Basing one's learning pathway based on skin color is ridiculous.
161	if a teacher has the time available to do all of these things.
162	Once again!!! Agendas!!!! Just stop the B.S. I don't agree with this bill!!!
163	A teacher being sensitive to a child's diverse is experiences is important. Children need agency but teachers need to be careful not press their personal influences onto a child. Parents need access and allowed the decision on opting in on what technology the teacher is providing to their student.
164	How I can make the instruction relevant to every context of every student in my classroom. This assumes that students' contexts will be uniform based on group identity. However, students' contexts can be vastly different even if their circumstances are similar. Wouldn't students be best served by multiple factual perspectives from which they can determine their own conclusions rather than a perspective that "fit" their own? Isn't the goal of education that of opening minds to broader perspectives?
165	Element 1: It is not their responsibility to analyze evidence from multiple sources. Everything a teacher should be discussing is factual and not opinion. This is not college or higher education this is standard education. Math is either right or wrong. A noun is a person, place or thing, Gravity is real, William Shakespeare was an author whose works varied in theme etc. There is very little that needs to be researched and find multiple sources on. Now

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	<p>opinions in Critical race theory would need evidence but CRT is theory and not suppose to be taught in primary education.</p> <p>Element 2: Higher level thinking, problem solving, and reasoning should be taught by parents and licensed school counselors. Children are natural problem solvers and parents can discuss the problems with their children and seek professional guidance if needed. Again schools should have licensed professionals that work with parents on student issues. School is not a place to overcome parental shortfalls with the exception of food and basic medical needs. Schools can offer after school programs that parents and students can sign up for if that student needs more support that they are unable to receive at home.</p> <p>Element 3 completely wide open for interpretation by the teacher which is a danger zone.</p> <p>Element 4 I take offense to "the teacher provides instruction relative to the students diverse context". All information is relevant to all students when teachers stick to the fact, why does background or "race" matter when it comes to facts. Again math is math, science is science etc. Nothing that is taught in Math, Science, History, English, or trades is left for much interpretation. Facts are facts and students go to school to learn facts. Learning who they are, what opinions they have etc is for personal life at lunch, at recess, at home, with a group friends not with teachers in a classroom setting. What is this "choice of learning" why not say "a student can choose to read, listen or watch the lesson based upon their learning style which is either visual, audio or a combination of both"</p> <p>Element 5 is fine</p>
166	Get the leftest ideology OUT! Simply state that Teachers will be accepting of students.
167	While we are aware of diverse learners we dont need to change everything. Trying new things could be just as helpful as using already gained knowledge
168	Element 4 opens up a can of worms and allows the teacher to give opinion that a certain race was less equitable than another, or that a certain gender was/looked at as less. Equity should not be involved in the classroom period.
169	Why wording has to constantly make the goals so hard to understand. I am so sick of DATA DRIVEN and EVIDENCE-BASED terminology and yet it is #1 way to say TEACH FACTS AND TRUTHS. Very important. Keep teachers on subject matter and stop skirting around something in the student's personal life. Only if a student expresses personal things privately to a teacher should personal things be considered in the curriculum. Avoid having those words in the standards. Optional for students to reveal anything personal. Should not be relevant to FACTS AND TRUTHS taught.
170	We need to make sure "higher level thinking" has no political bias.
171	I wonder if the assessment element would read better as "...assessments to guide and adjust instruction to support student success." I'm not sure if assessments inform students success exactly; if this remains, maybe build clarity there.
172	Why the emphasis on assessments? Many do not test well. Tests are not a good indicator of practical application or ability. Again with the "equitable" nonsense. There is no guarantee a teacher can understand every students experiences or guarantee outcomes. The home is the biggest factor in determining outcomes. How would this be measured?
173	Once again. Micro managing. You are complicating a simple thing for no reason.
174	element 5: Be careful about the use of technology. Please read Hattie's Visible Learning and see for yourself how ineffective and potentially harmful is to students to try and teach them using technology. Technology should only be used to reinforce and enhance and provide practice for things they already know.
175	Is relies the correct word in Element 2: "relies on questioning strategies"
176	<p>Should element one not only include an emphasize on multiple sources, but on multiple reputable sources? There is a benefit to having multiple sources, but if the alternate perspective has no reputable, legitimate, expert input then it cheapens the analysis. I could teach "multiple" perspectives on the Holocaust, but including Holocaust deniers in the curriculum is not only not academically reputable, but is actively detrimental to students.</p> <p>Would it be better to amend "multiple sources" to say "multiple reputable sources"? Or is it kept vague on purpose so that illegitimate sources can be analyzed and critically evaluated to reveal their falsehoods?</p> <p>Additionally, for element 4, does sensitivity for students' lived experiences overrule content standards. The element seems a bit vague. Would it be better to include the lived experience comment in a different element. I'm just not</p>

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	sure what it means and wonder if it is a potential loophole for student's using "lived experience" to delegitimize broader statistical trends or facts. Specifically, I'm wondering if a student could try to use this to justify falsehoods and wrong content because they say it fits their "lived experience", despite being incompatible and false for the vast majority of our community.
177	
178	This standard should include a collaboration element such as "The teacher collaborates with other educators to implement effective, equitable, and innovative instruction and assessment."
179	Will teachers have adequate preparation time to accomplish this for multiple standards?
180	Element 4 won't work and 5 is nonsense.
181	I wonder if this standard is too closely tied to the prior standard. As an administrator who may be ranking a teacher on these, I would really have to look at standard 2 and 3 together to see how they differ.
182	<p>1. if we could give teachers more time to create effective pedagogy? We often pack the day with things and then expect teachers to complete everything effectively with multiple sources and practices...difficult in classrooms with 32+ students.</p> <p>2. can we include a course for pre-service teachers on assessment?</p> <p>3. can we provide teachers with the support needed to effectively integrate technology into their classrooms?</p> <p>4. Can we include an element of online presence? Teachers should have an easy way for parents of students to gather missed homework, reprint assignments, get directions to projects, or just to keep up with the lessons.</p>
183	if Element 1 is too broadly written, redundant to other standards and not specifically address a single element. It seems to be more of a summary statement. It does mention the used of academic language and vocabulary. Perhaps an Element devoted to that alone would be better. Element 2 could be focused on student discourse, reasoning, higher-order thinking, and problem-solving instead of all "Effective Instructional Strategies." Elements 3 (assessment), 4 (learner agency), and 5 (creativity and innovation) seem to have their appropriate focus, but it would help if 1 (academic language routines and vocabulary) and 2 (student discourse/thinking practices) could be focused as well.
184	what options for learning and implementing technological tools are available to teachers in LEAs that are just beginning their journey into PCBL.
185	In Element 5, we may need to reconsider if embedding technology into instruction is really the goal. A great teacher will adjust the approach until students learn, but they don't use technology just for the sake of using technology.
186	I wonder what evidence - based means to the School Board and those that set this curriculum? Who's evidence? Who's paid for the research that has produced this evidence? I pulled my children out of school and home schooled them myself in 2020/2021. As I am reading this nonsense I am realizing that I should pull them out indefinitely.
187	why do we need standards to judge the teachers???
188	How am I to know about student's lived experiences? How can I use technology if I do not have it available to me in my classroom?
189	could you include examples of each how can teacher programs prepare teachers for this
190	#4 &5: a teacher's ability to successfully meet these two criteria will be largely dependent upon the resources provided by the district and/or school. Providing choices of learning pathways and technology options is not wholly within the teacher's control, especially in schools or LEAs that do not have 1:1 digital support for students.
191	How students who opt out of testing will be assessed.
192	Is there any mention of, or will there be links to, the High Quality Instruction Cycle and PCBL Framework in this document?
193	Again. Everything comes back to prep time. Prepared instruction is good instruction. Veteran teachers do all these things given the time to be prepared. However, when you have 36 students in each class . . . and you teach 6 classes. Good luck.
194	I wonder what "learner agency in choice of learning pathway and demonstration of competency" looks like. This feels like a huge shift, which could be good. I can just see many teachers feel overwhelmed with juggling "too many things" at a time, where we're already overwhelmed with SO much.

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	I wonder if the Utah RISE Assessment will also adjust to these standards for teachers? We're of course teaching the same content, but I'm curious how this will affect end of level testing-for better or worse.
195	Though, if it is a pathway for white supremacy to be a validated "lived experience" when it out contrary to the inclusiveness that seems to be the goal.
196	I wonder how different these are from Standard 2. They seem very close when evaluating performance.
197	I wonder how again such will be measured and how standards will be established. What training will evaluators have that mitigate bias regarding learning opportunities and assessment practices?
198	I wonder how they get this all done? I know teachers complain of lack of time, and this makes sense. This is a LOT to do and seems like it would take a lot of time if done correctly and with quality.  As the teaching standards are changing...I WONDER, ARE YOU VALUING TEACHERS MORE? ARE YOU LOOKING AT HOW TO RETAIN OUR TEACHERS INSTEAD OF THIS MASSIVE SHORTAGE WE ARE IN?
199	Standard 3: I strongly think that using data to inform practice is vital, however, I think the drivers of learning are more immediately relevant interests and application that is based on student interests and needs along with input from the family. I'd like to see more ideas about embedding learning in a variety of context including play for the early childhood (pre-k to grade 3) students. I'd appreciate more emphasis on practices that support integrated learning across content areas and developmental domains and include using projects and investigations that build on individual student strengths and interests.
200	The data driven and collaborative approach makes me a little nervous because as teachers we have been doing PLC's for several years now, but I don't feel like they are effective because each department if being left to define for themselves what a PLC looks like. I think school district and school leadership teams really need to focus on what they want happening and give teachers clear expectations and requested results from PLC's to make them more effective.
201	-why not reword the Instructional Practice to say, "Effective teachers exhibit knowledge, skills, and dispositions that lead to high-quality instruction, demonstrate data-driven and collaborative approaches to teaching and learning, and meet the learning needs of all students." The needs should be designated as learning needs, not other kinds of needs as the Standard is Instructional Practices, and said needs would by definition already be diverse because of the word all, so don't need diverse in there. It's just an educational buzzword to throw in at this point. -why Element 2 uses semicolons when those should be commas? -why not get rid of 'relies on' in Element 2 and use 'utilizes' or even just 'uses'; not the right verb there; simple is best. -if Element 3 could use some wording from Standard 2: Instructional Clarity Element 4 about competency that didn't fit into that element well. -if the end of Element 4 should go with Element 3 as that element is more about assessment?
202	The introduction talks about "demonstrating a data-driven and collaborative approach". Data is not mentioned once in the elements. Also, does "collaborative" mean with the students or with other teachers (like in a PLC)?  Element 1: Who defines the academic language and vocabulary? State based, LEA based, school based?  Element 2: Will teachers receive training on how to rely on "questioning strategies"?  Element 4: How often is a teacher required to give students a " choice of learning pathways?" Once, twice, all the time?  Element 5: What are non-technological tools?
203	how element 4 (which I feel is an important element) corresponds to learner accountability in ways that teachers can adequately understand the element?
204	About the balance between Elements 2 and 5. Technology definitely has a place in the modern classroom, but face-to-face teaching and human interaction helps kids learn in a way computers never can.

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205	lately I feel like all of the PD I have attended lately is about direct instructional strategies. When a few years ago it was more on inquiry based learning. I wonder if the teaching "evidence-based strategies" are more based district by district or state down.
206	if sources for instructional use will be provided in some place.
207	Where is the quality control for "demonstration of competency"?
208	In Element 4: "learner agency in choice of learning pathway" can be interpreted as, the student is in charge and not the teacher. If this is a teacher rubric, we need to be looking at HOW the teacher is providing many options for diverse learners.
209	This one is getting kind of wordy. Is there a way to simplify?
210	if you think RISE, LETTRS, etc. actually help. Does Reading and Math Acadience promote individual student learning or are you trying to get EVERYONE to learn at the same level?
211	I'm wondering how students will accomplish this such as students with disabilities and Multi-language learners (MLs) who will need strategic support (ways to communicate more often through strategic groupings, peer mentoring, tutors, and partnering) and specific scaffolds such as sentence frames and paragraph frames to affectively implement academic discussions or higher-level discourse.
212	how to build choice in to learning certain standards
213	I feel this is not entirely realistic.
214	If you want kids on a tech device, make sure that there is one for each student. Having to share among several classes makes it difficult for teachers to do their jobs. ALSO NO ONE SHOULD BE ON A COMPUTER ALL DAY! It is not healthy. Get them outside to learn. Where is getting kids up and moving to help them physically and mentally!!!! This is a bit redundant from the previous Standard.
215	Element 4 doesn't need to be there.
216	Element 4 I just don't understand what you mean by "allowing for learner agency in choice of learning pathway". Do you mean the student is allowed to choose if they want to learn by hearing a lecture, participating in a discussion, reading a passage, writing a paper, watching a video clip, creating an art project relative to the subject? If so, that seems a bit hectic for the teacher to keep track of for each subject taught.
217	
218	If element 1 might more appropriately have a focus on planning as much of it seems to be addressed in the following elements. In element 5 what a non-technological tool is. I think it would be sufficient to say appropriate tools rather than technological and non-technological.
219	what this means in relation to the technological divide across and within Utah communities
220	why elements 4 and 5 are repeated from standard 2?
221	Element 1 and 3 are a bit of a repetition in my opinion. How are you going to evaluate the effectiveness? It's important to know how to ask Higher Order Thinking Quesitons. Every unit should be based on that.
222	I wonder if the language from Element 4 should mirror language from Standard 1, element 5 (personalize learning) since they seem to be addressing a similar intent.  If pedagogy is "the method and practice of teaching" then elements 1 and 2 seem to be redundant. It doesn't seem to me that you can have effective pedagogy and not use effective instructional strategies, so I wonder if one of these elements should be removed or renamed (perhaps to highlight the difference between presentation/instruction, assessment, differentiation, and equity)
223	That staff and teachers have a trauma-informed approach knowing not all home and life experiences are the same in their classroom.
224	Why do we have to single out technology and innovation. There is not a shred of evidence that technology improves learning outside of using it to facilitate effective instructional strategies.

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225	if there is a section of society that will balk at "competency based learning" and the word equity. There is always someone looking for a reason to hate stuff. I hope it doesn't prevent these changes from being adopted.
226	Again, I wonder if we are expecting teachers to provide multiple pathways to demonstrate competency, and then assess students with the same end-of-year testing; we can't expect teachers to adhere to this standard.
227	<p>The last two Element 1 seem very similar. Can those be simplified down to 1?</p> <p>Element 3 of the previous 1 and element 2 of this one seem similar as well.</p> <p>Element 4 seems similar to some of the ones in the first category. I wonder ways we can simplify when things are restated rather than having extra standards to try and learn and cover.</p> <p>Element 5 seems similar as well to the previous page.</p>
228	<p>Element 1: I wonder if we might could add elements of individual expression here that includes feelings. I do realize that this element is more on the lines of evaluation and assessment, but I feel like this is too scientific for me. I would prefer to keep soft learning experiences which allow students to include their heart with their mind as part of their learning experience.</p> <p>Element 3: I wonder if we might re-think what summative and formative assessments means and I wish we could implement assessments which don't feel so sanitizing in the classroom.</p> <p>Element 2: I wonder if there could be more emphasis added here regarding asking questions which stimulates higher discourse and collaboration. I think that many teachers don't fully understand how to implement this in their classrooms, because I rarely see this implemented in most classrooms. This fact saddens me, because when this standard is taught effectively, we see students' revealing individual comprehension of the content that we hadn't previously been able to observe! To me, it's magical.</p> <p>Element 4: I wonder how we might explore this standard more so that individualized learning can take place. I whole-heartedly encourage self-governance and accountability within my classroom. I wish we could do this more as educators.</p> <p>Element 5: I wish we could explore less technology. We have so much to gain from using other resources and I feel that technology is very limiting when it comes to encouraging creativity, expression and higher learning goals.</p>
229	<p>I'm just going to keep re-pasting this bit:</p> <p>I wonder if USBE understands that these teaching standards need to be coupled with, ideally, NO MORE standardized testing that is in conflict with the achievement of these teaching standards, and that if testing must continue, it must be aligned with, supportive of, and directly amplify these standards (e.g., performance assessments with a student disposition component, reflecting what we value most). Fear of testing and a prevalent misunderstanding and misapplication of "data-driven decisions" by administrators/districts/parents is DESTROYING the ability for teachers to prioritize the essential teaching standards. Regardless of the fact that test scores and effective teaching standards <i>should</i> not be in conflict, the truth is that they <i>are</i> in conflict in practice, no matter how hard we try to gaslight teachers and tell them how beautifully the research shows that testing and effective teaching practices are not in conflict. So, YES, let's adopt these new UETS, but the only way to not sh*t the bed is for our assessments to either disappear or fundamentally change. The current situation is an embarrassing contradiction and circus-show of hypocrisy.</p>
230	How Element 5 will be implemented with teachers who have difficulty with a non-technological background?
231	If we place so much emphasis on data that we shut down student creativity and innovation. How students perform on an exam does not demonstrate their ability to create or innovate, just their ability to provide the information whoever wrote the exam decided was important.
232	if element 1 could be more about providing instruction that is aligned instead of aligning instruction to the standards. What is meant by learner agency in choice of learning pathway? How do we make sure that students can make choices but teachers aren't trying to prep so many different things?
233	<p>a teacher can't actually engage in the "lived experience" dialogue without getting lost in social justice issues. It is a self-centered narrative and not based on reason but critical pedagogy.</p> <p>Minimize technology in the classroom and use it simply for instructional tools not for actual learning.</p>

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## Standard 4: "I like..."

1	Inclusion of Growth Mindset
2	the focus on safety and success
3	Focus on student well-being and learning.
4	Very much like the conflict as an opportunity for growth
5	I really like this standard, and the fact that each of the elements are focused on the teacher student relationship.
6	This standard and do not think any changes need to be made.
7	Elements 1 and 2 are great.
8	The elements include management components that impact instruction. I wish it might have spelled out management a little more (like use the word management?)
9	all elements
10	I like that you have high hopes for the classroom, teacher, and student.
11	Like Element 2 specific mention of 'procedures, norms, and protocols'
12	Great!
13	I like the emphasis on clear guidelines for behavior.
14	that teachers are expected to create a positive and rigorous learning environment.
15	The elements cover all part of classroom management.
16	I like the focus on physical safety and emotional well-being.
17	I like the inclusion of the word "disposition." From my experience, I have seen teachers who go through the motions of doing what they should to work with difficult behaviors from students, but their attitude about it creates barriers for more success. I like that this recognizes there are teachers who have the right disposition for working with all students. As an educator who spent most of my career in high-impact school that worked with a lot of trauma, intergenerational poverty, etc. I think this standard is amazing.
18	All of it!! :)
19	Again I like the focus on the teacher - student relationship, and on making sure that the environment is safe and conducive to learning.
20	So many good things! love the growth mindset embedded language
21	All of them are good, but the concern is that the totality of the standards is too expansive.
22	I like all of the elements.
23	Element 2's inclusion of physical AND emotional safety.

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24	Element 2- the clear guidelines for behavior Element 4- perseverance
25	Less words! When you make an evaluation template for these standards please also try to use less words than the last one. The last one was just too much, in so many ways.
26	create a respectful learning environment.
27	This whole standard is great, we should be mindful of not just how we act, or speak and how we work with our students on how they act but also in how we design or decorate our rooms. Finding the balance between showing some personality and life with the teacher and guiding and directing learning.
28	The growth mindset piece
29	I like element 2 and how it addresses the need for classrooms to be an emotionally safe environment for kids. I am a grade 1 teacher and can confirm how true this is. The students need to know they are loved and safe before they can learn from me.
30	these are all great things for teachers to do
31	I like that this encourages teachers to include their students in developing classroom routine and environment.
32	Environment is key is successful teaching. I believe more emphasis should be given to creating positive, healthy classrooms.
33	I really appreciate this standard.
34	I believe that school and classroom climate are the first line of "defense" in any systematic approach to classroom management. I like that this has a place in the standards of its own.
35	Respect is the first element when it comes to creating a well-rounded classroom.
36	I like all 4 of these elements and feel that the classroom environment is the most important thing to the grade level I teach. Really to all levels but especially to my class. I feel kindergarten is the foundation of school and it needs to be a SAFE and HAPPY environment for the students and their success. Having this kind of environment will make them have the desire to learn.
37	the safe culture of growth
38	I like how these elements encourage more than content learning but the overall student through the environment.
39	-Building appropriate and productive relationships with students and families is critical to educating children.
40	Having a safe classroom for kids to learn
41	These are excellent!
42	The emphasis in student-centered learning in the definition of the standard.
43	I am so happy to see an emphasis on social and emotional learning.
44	Good!
45	I like how the classroom climate is defined for a classroom and teachers.
46	I like that values are included in the culture and environment of the classroom.
47	Well written
48	These look good
49	That teachers plan and prepare socially and emotionally for their students.
50	that standard 4, element 4 encourages a growth-oriented classroom where there are high standards and a need to learn perseverance by students
51	This appears to meet the definition of inclusion. An inclusive environment allows for all students to be accepted and thrive.

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52	Love
53	I like that this acknowledges the individuality of students and teachers and recognizes how students learn in different ways.
54	I like that now developmentally appropriate practices are addressed here but our standards should be developmentally appropriate.
55	I love this idea of creating a good learning environment.
56	authentic connections.
57	This is a very essential part of education. I absolutely agree that it needs to be a priority.
58	I love the implementation of a growth-oriented classroom. I love the emphasis on having a safe classroom.
59	I like the emphasis on emotionally safe classrooms as well as the traditional emphasis on having an effective classroom environment for learning.
60	Allowing X-rated kids to rule the roost is a bad idea. Let's get X-rated kids out of school.
61	I love how 2 is phrased. add looks like sounds like.
62	Safe! Respectful! Goal-Oriented!!
63	Teacher involves student in establishing the guidelines. Clear expectations and consistent follow through. The use of Rigorous!
64	the use of the word "intentionally"
65	I like the statement in Element 3 : "the teacher seeks out and implements evidence based practices known to enhance student learning" This gives teachers empowerment to support their classroom environment and student success rather than be directed by district practices only.  Yeah for perseverance. Students need to gain GRIT and teachers need to support students through it. The struggle is necessary for understanding your own learning needs and then to direct your learning to meet your potential.
66	I like how these elements align with the new science standards.
67	This is good.
68	1. connections should be authentic, and conflict should be a basis for growth 2. clear classroom expectations are a must in any teacher's classroom management handbook. 3. The physical learning environment is SO important 4. Perseverance is a major component of schools that is getting harder and harder to cultivate.
69	I like the culture shift these will foster.
70	I like this entire standard.
71	I like Element 4 about cultivating a climate that encourages rigorous learning and values perseverance.
72	All of these elements!
73	good
74	how the elements build success and a growth mindset for students and teachers.
75	Element 1 - fostering respectful communication Element 1 = appreciates conflict as an opportunity for learning Element 4 - values perseverance
76	Love standard 4.
77	This is the most important.

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78	That the classroom climate is explained and expectations of what should be doing in our classroom are spelled out in clear language.
79	I love the equal emphasis on physical and emotional environments!
80	That this is the goal.
81	Element 2 and 3 apply to teachers in all grade levels appropriately.
82	I like that there are multiple components and especially emotional safety and growth.
83	These are specific clear ways to build professional teacher-student relationships and a feeling of safety in classrooms and schools.
84	these ideas
85	the overall perception of what a healthy classroom climate looks like.
86	I like the focus on building relationships and SEL.
87	Great. Already happening in many classrooms
88	The focus on safety& acceptance
89	The environment created is open to all students learning is a open and caring manner.
90	I love Element 4
91	I like the concept of encouraging rigorous learning and perseverance and would like to see that developed more on an individual level. The use of the word "collective" makes it sound like the goal is to get all of the kids to arrive at the same mindset and end goal. Kids should not be expected to be at the same level of mastery for every subject just because they are the same age. Some will excel in one subject, some in another, and that should be ok.
92	Very well written.
93	-clear expectations -rigorous learning & perseverance
94	I really like the focus on social and emotional needs in the classroom on this one.
95	Classroom climate is important.
96	the focus on positive, safe classroom climate. Teachers get little respect in Utah. I believe that much of that stems from parent experience with old-school teachers who were dictators rather than facilitators. Parents pass their attitudes about teaching on to their children.
97	All of these elements make sense.
98	This is great! Again, I love the SEL that is integrated throughout these standards.
99	I really like the focus on positive classroom climate, even with the expectation of some conflict. The wording and expectations are clear.
100	The emphasis on building a positive culture and environment.
101	That the value of conflict is identified.
102	I like that students are involved in developing the class norms, behaviors, transitions, etc.
103	That each student is to be respected and deserves a respectful learning environment.
104	The focus on transforms and routines. Students need these more than they realize. I like the emphasis on perseverance, we need more of that attitude.
105	Providing a space for boundaries and guidance while also exploring and learning social emotional learning skills as they learn how to grow into adults.
106	Again, sounds good.

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107	When those who aren't teaching in my classroom mind their own business and let me do my job.
108	"Productive struggle" that builds confidence and grit. I LOVE the part about teachers modeling respectful communication.
109	Element two. I also love the phrase "growth-oriented classroom climate"
110	I like all of this. The classroom climate is really important in learning
111	I love this. These sound reasonable and take into account SEL which is just as important as academic learning. If kids are not mentally in the classroom then what is the point.
112	I agree that classroom management and culture are important to class and individual student success.
113	I like clear guidelines and a safe environment.
114	Emotional needs.
115	Element 2 and 3.
116	I like the ideas of rigor and perseverance. I know that my students do so much better when they have multiple attempts to demonstrate mastery of a concept. Supports need to be built in in-between attempts on assessments.
117	I like attention to classroom environment.
118	A respectful learning environment would be great, but ....
119	I like element 2. It provides flexibility for teachers on how to establish the guidelines, but also ensures that teachers communicate and use the guidelines. I like the phrasing of Element 3. I think this same phrasing could be applied in several of the previous standards when teachers are asked to use evidence based practices. The phrasing here allows for freedom for the teacher to create an environment that fits both them and their students without restricting them to specific evidence based practices that may not suit the individual teacher well.
120	element 4
121	"Productive struggle" is my favorite part of Element 3. Too long it has felt like all struggle was a negative thing to overcome.
122	I like that this focuses on the environment and "climate" rather than outdated and problematic "classroom management". However, if you want to maintain integrity to your intent to position students and teachers as learning partners, there needs to be consistency across standards. Students and teachers create academic, physical, social, and emotional environments together.
123	like them all
124	respect and conflict
125	learning environment optimal
126	All elements.
127	I like that this pushes classrooms to student directed learning and focuses on building an environment where kids are safe to learn and to make mistakes.
128	everything
129	Teachers should be able to set expectations for their classroom while meeting the emotional needs of their students.
130	Element 4 - I LOVE the idea of teachers guiding students through student directed learning. I feel strongly that children and youth should be more accountable for themselves and their actions. A culture that encourages this in the classroom is ideal.
131	Elements 2-4 appear okay.
132	How simple and short the explanations are. It makes the standards and elements very easy to understand so teachers can focus on implementing them rather than understanding them.

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133	All 5 elements hit the larger standard very well. I like including the word "culture" in element 4. I like that in element 1, it describes that there IS a place for "conflict" in learning.
134	I like
135	All of these elements.
136	I like the addition of establishing and maintaining a safe classroom, both physically and emotionally.
137	I like respectful learning environments and safe classrooms. I like growth oriented classroom.
138	classroom culture and the elements listed above.
139	I like involving students in establishing guidelines for behavior.
140	I like it all.
141	This one is legitimately good. Thank you for encouraging perseverance and rigorous learning.
142	...the green font. 4: Encouraging rigour and valuing perseverance.
143	I like these ideas
144	There is no appreciation of conflict that validates the voice of each when there is censorship right and left and political correctness that rules a teachers every move.
145	I like that this element addresses safety as well as growth in the classroom.
146	Excellent standards.
147	Element 4. Learning is and should be a struggle, but a rewarding one.
148	I like the addition of "the teacher appreciates conflict as an opportunity for learning..." more people need to recognize this and validate that students have views and ideas worthy of exploration as well.
149	Respectful learning environment.
150	2,3,4,
151	All of these are excellent! I particularly appreciate the language, "productive struggle."
152	appreciating conflict as an opportunity to learn and validates each voice.
153	the concept that classrooms are places for learning in a respectful and safe environment.
154	I will say for the most part I have observed respectful learning environments in the schools I have been in, although sometimes communication between administration and parents could be improved.
155	All great.
156	Element 4- rigorous learning rather than just the minimum
157	I really like the wording of these elements. It's clear that structure, connection, and productive struggle are important parts of creating a classroom climate conducive to learning.
158	I like the focus on productive struggle and seeing conflict as an opportunity for learning. I also like the focus on procedures and creating a respectful classroom environment.
159	that in our divisive world this is a stated standard.
160	Respectful environment is important
161	The mention of productive struggle, the value of perseverance.

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162	Pretty much all of this...
163	The Elements are great! I like the descriptors and categories.
164	I am neutral.
165	The teacher guides student productive struggle
166	Respect is a trait that needs to be addressed at all times. Respect doesn't mean agreement, but many parents didn't know this.
167	I like all of this!
168	None of this.
169	I like the inclusion of the student's voice in creating a safe environment. I also appreciate the focus on connecting with and getting to know students.
170	1. I would hope that this includes flexible seating options, quiet learning area [element 2], and other out of the box thinking that supports our students.
171	This standard in its entirety
172	the intentional inclusion of social-emotional learning in the standards.
173	Looks good.
174	I like the focus on evidence-based practices.
175	I like all of these but I feel that a good teacher already does this, without a State Standard telling them to do so.
176	Element 4 - Love it!
177	that classroom climate is focused both on SEL and rigor
178	the focus on building relationships and having a safe place to learn
179	That the emotional needs of students are being recognized as necessary to learning.
180	I like that respectful communication with school staff is also part the expectation.  I like that consistent follow-through is there. It's SO important for teachers to enforce expectations consistently. It prevents to many issues later on.  I like the emphasis on Growth Mindset.
181	Many things To like here! The use of physically and emotionally safe environments is needful. I like the element of cultivating a growth-oriented climate, it's specific and critical.
182	These are all great.
183	Standard 4: Classroom climate that considers the complete environment for learning is appreciated rather than a focus on classroom or behavior management systems for controlling, rewarding or punishing behavior is a move forward.
184	I like the language used in Elements 1 & 3.
185	These are all great elements.
186	Element 1: It would be great if teachers used conflict as an opportunity to learn. Element 4: I love the guided collaboration.
187	Thank you for ALL of this! Conflict as an opportunity for learning that validates voice. Clear expectations and consistent follow-through Strategically structured for optimal student learning Productive struggle

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188	this standard
189	Knowing they are physically and emotionally safe would help my kids focus on learning rather than protecting themselves.
190	That if I was good at these 4 things I would feel like a master teacher.
191	the focus on building relationships with students.
192	it all.
193	"involves students in establishing clear guidelines" - Getting student engagement with the foundations of a classroom pays off in big ways!
194	I like the content of this one.
195	creating a community in the classroom with students who are successful learners.
196	I like the students being involved in developing the classroom behavior expectation to a safe learning environment. Their perspective and ideas should be valued and incorporated in building a positive/safe learning environment
197	teachers cultivating a culture for rigorous learning and perseverance
198	Having respectful communication among staff is a great idea; wish it was enforced.
199	It is extremely important for students to feel like the school and the classroom are their safe zones but what happens when one of the students is the cause for the unsafe environment? Consequences must make a return.
200	Element 2
201	the first sentence in element 1. element 3. element 4.
202	all of this!!
203	This one is horrible. No teacher appreciates conflict. I don't understand how this can be used for evaluation.
204	Climate/culture is SO important.
205	voice of each student...but are we really doing this?
206	Each of these elements.
207	I like these elements! They are all so important for students to be able to learn.
208	Emotional support for students. Connections are vital to education and life. Being an example of how to deal with conflict rather than being dismissive and defensive would be a vital part of our students education. I like that learning will stay rigorous. It's a demanding world and our children need to be prepared.
209	positive school climates. They are an essential foundation to learning.
210	I love all of these. Huge improvement over the former standards.
211	These are fine. Nothing really stands out that I really like.
212	Element 1: I like that we are to foster a respectful learning environment. I believe that this standard is very important. Element 2: I like that standards to conduct and behavior are referenced here. I like that transitions are established here. This is vital when managing classrooms with many students. Element 3: I think that intentionally designing a classroom environment needs more wordage here. Element 4: We as educators should always be cultivating growth mindsets.
213	I like the recognition how a sense of safety is essential to the learning process. I like the intentional creation of an environment for student success: realizing that these do not just randomly happen, but must be thought about carefully.

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	I like the creation of a growth-oriented climate. This is one of the greatest strength that we can instill in students.
214	"The teacher appreciates conflict as an opportunity for learning that validates the voice of each student and meets their individual needs."  I love this standard; hugely important.
215	Element 1 - respecting and developing conflict coping strategies with any age of learner will truly influence the outlook of strong resilient students. Frankly, all the elements in this standard should be critical to developing strong emotional intelligence in a society that is needing it more than ever!
216	The ideal that's presented in the elements of this standard.
217	students involved in the process of establishing clear procedures, norms, and guidelines.
218	How much of this is emotion-based learning and is based on individual perception instead of real learner needs. engaging with others is a very real part of life not just self-centered learning.  "The teacher appreciates conflict"? This is straight up Cynical theories language.  Just need to establish clear guidelines and expectations. Simplify Element 2  emotional structuring in the classroom shouldn't lead to social justice acceptance over the views of other students and families. We need to engage with all learnings not just political identities.  "productive struggle". Odd language that looks like critical pedagogy again.

## Standard 4: "I wonder..."

1	What would a proficiency rubric look like for each element? Could the descriptors be more concise?
2	"authentic connections" might be a little lofty or vague - just a thought - not a critique
3	NA
4	Element 3 is so vague it serves no purpose.

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5	<p>To what extent are we evaluating a teacher's understanding of the norms, backgrounds, and values of all students in ways that support productive classroom communities? This piece is missing.</p> <p>Loaded terms like perseverance and struggles imply a mindset that may or may not work for all students in the same ways. See above. The "grit" implication within this element needs to be considered, carefully.</p>
6	If looking at all of them at the same time might help me see it better.
7	I wonder if some of this is redundant with standard 1
8	I still wonder about the "how" this is to be accomplished.
9	n/a
10	<p>I wonder why it states that the teacher "involves students in establishing clear guidelines for behavior." Involving the students can be fine, but the important thing is that the clear guidelines are there and respected, whether the students were involved in the process or not. I have seen absolutely phenomenal, respectful, humming classrooms in which the students had no say in the guidelines. I have seen absolutely abysmal hellhole classrooms in which students were extensively involved in establishing guidelines. This really doesn't matter that much. The important thing is that that clear boundaries exist, and I guarantee it's more important that the adult in the room show leadership than the students. So why is it here?</p> <p>"The teacher guides student productive struggle through collaboration that results in student directed learning and classroom collective efficacy." I have no idea what that means.</p>
11	how teachers are to do that with contradictory expectations outlined in the elements. Element 1 says they should appreciate conflict as an opportunity for learning but element 3 says they are to create a physical and emotional structure to optimize learning. The school day is too limited to expect teachers to solve societies ills. I wonder why teachers are being asked to do parents' job for them.
12	I wonder if an element can be developed for group work
13	I wonder if we can support all schools in the state in implementing an RTI model for behavior. I would love to see this happen.
14	I wonder if this standard is too similar to standard 1 to be meaningful.
15	In Element 1 could you add "conflict and/or failures as opportunities for learning..."
16	Same as the others. Too many elements.
17	<p>In Element 1, "... teacher facilitates authentic connections" sounds really jargony and vague. Perhaps rewording it as, "... teacher proactively builds appropriate relationships with students..." would sound better.</p> <p>Is Element 3 necessary? It seems very close to Element 2.</p> <p>Does evidence show that Element 4's "student directed learning" is effective? I know the issue comes down to definitions and contexts, but I'm concerned that, as stated, it might promote less effective instruction.</p>
18	I am still wondering how districts are going to measure this- in the current climate- it is really HARD to encouraging students to have perseverance. Parents are often the biggest challenge. How do you measure productive struggle?
19	How do you plan on helping teachers in the classroom with managing student and parent behaviors? Have you been in the actual classroom teaching lately? Do you know what its like?
20	How will they be measured objectively? Also, for teachers with 200+ students it is difficult to have an authentic connection with each of them. They can certainly be expected to try, and to do their best, but it's also a little unrealistic
21	why 4.2 has such a heavy focus on the behaviorist approach. If students are not behaving well, it is going to disrupt teachers' instruction. Therefore, teachers should be encouraged to use reinforcement to make sure expectations are followed through. No wonder stickers and candies are so popular classroom management tools.
22	Teachers need more resources to create happy welcoming environments.

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23	<p>Element 2: "shared" with whom? Also the title of this element mentions "physically ... safe," but it's not clear to me what the physical elements of the statement that follows are.</p> <p>Element 3, second sentence, is redundant to what has been stated in the instructional standards. This may have been intentional, but I wonder if this statement could be changed to emphasize "social and emotional learning" specifically.</p> <p>Element 4, second sentence--I wonder what this even means. I wonder how "growth-oriented" from the title of the element is incorporated since the word "growth" appears no where in the statement.</p> <p>I find it sad that a teacher's opportunity to accomplish this for marginalized students has been taken away by the state board.</p>
24	SEL is part of the intellectual and physical learning in this standard. However, will teachers really incorporate all of the different aspects of learning together.
25	If you don't have this kind of environment I wonder if the success would be as great.
26	How do I combat laziness in the students?
27	-Do our teacher preparation programs help teachers prepare to do this?
28	If a student or parent doesn't like a grade the student got on a quiz or a test, can they now claim the class is no longer a safe place? We need to be super careful in the verbiage used not to allow that to occur, and I am afraid the verbiage used in all 4 elements opens Pandora's box.
29	<p>Why is the standard titled 'classroom climate'. Consider the emphasis is on the classroom - a physical space- rather than the relationships, psychological and emotional environment the teacher is creating.</p> <p>Element 2, for safety - I wonder if "physically and emotionally safe" would be clearer.</p> <p>Element 2, I wonder why on clear expectations and follow-through are mentioned here? This emphasizes the teacher as a disciplinarian. I wonder if "trusting, positive or respectful relationships" could also be added here?</p> <p>Element 4 - I wonder why the name of this standard focuses so heavily on "growth" mindset terminology. This seems a bit outdated in some regards (e.g. arguments about ways in which this may marginalizes those that are most marginalized already if teachers are not fully aware), and too focused on a trend rather than deeper aspects of teaching and learning. Also growth can be maturation and physical growth. Why not replace the word growth with learning?</p> <p>Element 4, I also wonder why 'rigorous' and 'perseverance' are values that we are emphasizing over all the many qualities and values that could be emphasized. How is rigor defined? How might this differ by student identity? For instance, we could emphasize 'personally meaningful' learning.</p>
30	What type of training will be implemented to make sure the administration is supporting these teachers as they are trying to create a safe learning environment.
31	Element 1: "The teacher appreciates CONFLICT as an opportunity for learning that validates the voice of each student and meets their individual needs". This statement concerns me greatly, especially the word "conflict". I think the first sentence is appropriate and fair but the second sentence seems to allow students to be combative with teachers.
32	I wonder how to meet the needs of diverse students in a classroom where some parents are not accepting of diverse students and there is conflict, either overt or covert manifest with students of those parents.
33	Element 1: "The teacher appreciates conflict as an opportunity for learning that validates the voice of each student and meets their individual needs. " I have a hard time with "conflict" and "meets their individual needs" in the same sentence.
34	Do all teachers understand "connections" vs. getting too involved? Is there some clarification of ethical guidelines somewhere (haven't finished the document)?

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35	How can we aid teacher in the age of "tik tok" and other challenges that encourage our students to exhibit anti-social behavior?
36	how learning can be student directed with master schedules and scripted lessons
37	How do we best model an inclusive culture in secondary settings. This often is a result of local leadership and example. Too frequently we work in our own classroom or department when we need to create inter-sectional opportunities for both professional as well as personal growth as educators. When teachers feel respected and included and have a voice in their school, would they do the same in their class?
38	How do you measure this?
39	Play based learning needs to be addressed for our younger learners. Recess is a need for all learners.
40	Will legislators and administration finally fund (especially elementary classrooms) the implementation of this? Or will teachers be again expected to foot the bill from their already meager salaries?
41	if perseverance should be accompanied by sensitivity to students' progress.
42	Why the teacher needs to seek out evidence-based practices for classroom environment design. They should all be provided educational opportunities from the state and their district. Are teachers given the resources they need to build their own conflict management and interpersonal communication skills so they can model and teach these to their students? Many educators I have worked with struggle in these areas.
43	I wonder if it would help acceptance/uptake of all the these new standards if a reference list were provided. It's clear that many of these concepts are rooted in teaching and learning theory and research, but without citing those theories or research, it's hard for someone to dig deeper into, for example, "productive struggle."
44	Is school based on old fashioned timing and schedules?
45	Not enough said about the role of teachers working collaboratively.
46	Element 3 is covered in 1 and 2.
47	What's the difference that is being sought for with element 1 and 3? How are these unique enough to warrant 2 elements? seems like the same evidence and data supports both elements which is redundant and unnecessary.
48	If we could "marry" Standard 1 and Standard 4 together since they both address classroom environment and culture.
49	ELement 4: CReates an inclusive classroom for all students regardless of ability or language differences.
50	Connections and relationship can be combined with Standard 1.
51	if we could explicitly incorporate the importance of providing competent behavior management skills in order to facilitate all of the above elements. Behavior Management is a key element to learning in the classroom.
52	I wonder how the interpretation of element 1 "the teacher appreciates conflict...validates the voice of each student..." will be viewed. I believe this could be a disaster among the public, parents, and profession. I understand the need, but we already are dealing with CRT and it's misperceptions of how it isn't necessarily being taught in the classroom and now you want to fuel the acceptance of students' views as a priority in the classroom. I agree that students views should be heard and valued but how far is the "leash" for it. Perhaps gearing the "student views/voice" through productive debating skills, appropriate respectable communication skills... This language could be used in that Element.
53	1. How do you measure the authenticity of a relationship? 3. Teachers have very little control of the physical design of their rooms -- we use whatever space we're given, whatever desks and chairs we're given, and we have to cram increasingly larger numbers into the room. How can we strive to make the classroom functional and navigable while still meeting the demand of class size? 4. Student moitivation is currently very low. How can we encourage students to struggle and persevere in their work when they consider "showing up" to be a "win"?
54	I am excited to see how classrooms will grow and improve as all teachers work to implement these in their learning enviornments.
55	What does it mean in Element 1 about appreciating conflict?

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56	If this could be moved to the top of the evaluation and called Standard 1! These elements have to be in place before any teaching can happen. It would be nice to review these at the beginning of the evaluation before getting into the rest.
57	if teachers will get the autonomy for planning and adjusting instruction and the environment to do justice to these elements.
58	Element 3 - I am not sure what it means to strategically structure an emotional classroom environment that is optimal for student learning.
59	How we can embed SEL and not be accused of a hidden agenda based on critical race theory?
60	Why isn't this Standard 1 or 2? This is the area where teachers are made or broken.
61	if we are being so specific that some of the standards are redundant.
62	Why the students have no responsibility in this. I wonder how I am supposed to make individual connections with each student when I see 159 students a day.
63	<p>What is really being attempted with Element 1? "The teacher appreciates conflict" seems inappropriate in an evaluation. I'm sure, or at least hope, the intent is not to present a picture that teachers should appreciate conflict....they're running away in droves now, and I don't see language like this encouraging. End the element after the first sentence.</p> <p>Element 4 uses language that again doesn't seem to apply to younger grades. I don't know how our primary grades can be evaluated on student directed learning. It's so foundational, and there isn't a lot of "choice" and student directed learning for a teacher to be evaluated on how well they have incorporated that into their classroom. This element could end with the first sentence.</p>
64	<p>Some of this overlaps with #1, I feel like....</p> <p>is emotional safety going to be used to prevent controversial conversations or topics?</p>
65	how this works when absenteeism among students is a growing issue and providing remote learning is becoming an expectation.
66	that some people might take the phrase "values perseverance" and interpret it as no deadlines.
67	I wonder if we take the focus of these elements from just the classroom to the school climate as a whole. Many of these practices are great, but they shouldn't be just in the classroom.
68	Na
69	Bullying?
70	How rigor will be communicated.
71	Social and emotional guidance should be coming more from homes and parents. All we need from teachers is effective instruction on learning to read, write, do math, and learn about the world. Teachers and subject matters should keep a neutral stance on all political topics and should not be pushing harmful ideologies.
72	-I wonder about the physical classroom environment. I've seen great classrooms, & I've seen teachers working out of closets because the school doesn't have enough room. I've seen lots of classrooms with no windows, holes in walls, heating & air conditioning that doesn't work, & mice running around behind the bookcases. No one feels safe in those kinds of places. There's very little a teacher can do about being given a very bad space, no matter how creative or structured they may be.
73	How are teachers prepared to create safe classroom environments? Do they have to attend workshops periodically to keep up with contemporary issues in creating safe environments?
74	I wonder how this is all in the teacher with restorative practices in place so students don't get into trouble or suspended. Also students with severe mental illness and behavior disorders causing severe disruptions and teachers are being judged on things out of their control. I also hate the sentence "teacher guides students through productive struggle". This last sentence needs clarity.
75	how to foster in more teachers the type of positive classroom climate strategies and awareness that will change the current cultural perception of who teachers are and will build community respect for the teaching profession.

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76	None
77	I wonder if it wouldn't help teachers' mental health and retention if there was more inclusion of where teachers will be getting their support from. I think administration has a strong affect on the classroom climate because a teacher without administrative support will flounder just as a student without teacher support will. Teachers need to see support that they can expect reflected in these standards.
78	How teachers are supposed to appreciate conflict. Some of the kids are just mean and disrespectful. Who is going to pay for the classrooms to be better designed?
79	What is the lesson plan
80	How to apply these to the youngest learners and learners with disabilities who haven't learned how to learn yet?
81	I wonder if "constructive conflict" would be more appropriate language for element one. Not all conflict is safe nor productive for student learning. It seems like element 1 and element 2 could clash in the practice.  How does element 4 of standard 4 align back to standards 1-3? If students are allowed to choose their learning path and how they demonstrate competency it may not always be the rigorous choice...
82	If Utah respects all students when I see legislation that shows otherwise.
83	How do I maintain my students centered rich environment when a kid starts kicking the desks around and then punches me as I try to get the other students out of the room.
84	How in the world should we ask teachers to find it normal that conflict will be appreciated. It is obviously a point of learning (when it is not a dangerous situation), but to be asked to appreciate it is absurd.
85	What do you mean by conflict? Is this when students challenge what a teacher is asking them to do or teaching? There are students that are very disrespectful to teachers. Are teachers supposed to welcome and appreciate this disrespect, or challenge to the content? I can see adressing questions to content or having students investigate content to verify or dispute content being taught and verify validity of sources, but this "appreciating conflict" is a bit vague.
86	In the age of changes made by the school suspension to prison pipeline acts how you really think this will make much difference? On a typical day at my high school you have small crowds of students who ignore anything you say or the school resource officers (cops) say. The evaluation standards are not the reason so many (me included) are leaving the profession. They do reflect a belief that you can fix issues only by addressing classroom setup...ignoring every other factor.
87	How legislators could hinder these lessons and boundaries.
88	Again, the first time a teacher connects with a student that offends another student and they run to mommy, your principal and district leaders are going to cancel the teacher. Until you're ready to create teacher supporting policies, this is doomed to fail.
89	Why you put "I wonder" instead of "I dislike". Is it because you are snowflakes?
90	I wonder what additional support will be provided to educators who do the above to create a physically and emotionally safe classroom but have a student(s) who consistently and persistently disrupt the classroom environment so that it is not a conducive place for instruction and learning. It is neither safe for the teacher nor the other students.
91	If there's a way to include wording/guidance for teachers to recognize when the struggle is no longer productive and instead becoming overwhelming and triggering? Maybe training on the concept of FLOW? When demand meets skill in just the right proportions....
92	Varying definitions could be used to twist a lot of this. How is conflict defined? Does it include student violence? Most of these points are vague enough that it's impossible to assess success, or even appropriateness of a given action.
93	How this will ever come to pass. Behaviors are if the charts uncontrollable these days. Teachers hands are tied when it comes to discipline, parents rule the classroom . The system is very broken. There has to be a better way.
94	Element 1. Teachers need more support/training on how to deal with discussions that include sensitive topics. The list of topics is growing, and the number of students with highly charged opinions in the matter is also growing. How are teachers supposed to deal with extreme comments on both sides of issues without causing students to further

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	entrench in their ideas. How are teachers supposed to reign in a class when emotions get running too high? Encouraging conflict as a learning tool only works if the conflict is appropriately directed. In our current climate, asking teachers to use conflict feels like a dangerous proposition they aren't prepared for.
95	Rigorous learning with 40 students times 6 classes is 240 students. Making connections is wonderful. If class sizes were closer to high 20's or low 30's, there would statistically be fewer behavior issues, more calm classroom environments, and a real possibility to know so much more about each individual student.
96	Opposed...the world is not a safe space. Students need to learn to deal with different and sometimes uncomfortable viewpoints. Protect kids from bullying, not others emotions. Debate and critical thinking are essential to our future leaders.
97	How I will have time to do this and teach my regular curriculum.
98	I think newer teachers should be helped and guided to establish a positive classroom culture. It is not always easy to do the first year of teaching. Seasoned teachers generally have their expectations and classroom culture established and can help the newer teachers.
99	I worry about this. Too many teachers right now are not providing a safe place in the classroom. I wonder what we can do to make this better.
100	Training on positive emotional support
101	Can you change the wording of "the teacher appreciates conflict." That can be taken so many different ways. I reacted to that as "Um, no! I don't enjoy conflict..." Rereading you are trying to say you Teachers welcome open discussions. Nobody appreciates conflict. Come on now...
102	element 2: safe learning environment- I as a teacher can control my classroom and what is going on there. The rub, that infects the whole school, is what is happening in the halls between classes, during lunch, on social media, etc. That truly impacts the culture and safety of the school and it is not anything I can control as a teacher.
103	What about the environment of the school as a whole?
104	What consequences are there for disruptive behavior? The teachers can't do anything. We write them up, or email their parents, and the student continues to cause problems. I've heard remarks about better teachers don't have these problems. I guess all the teachers at my school are bad??? Kids need to be accountable, and so do their parents.  Parents excuse their kids from school all the time, and then wonder why they are failing. How can we create a respectful environment when no one cares if they get an education?
105	In element 1: how do you measure if a teacher "appreciates conflict"? In element 4: what does rigorous learning look like? In element 4: for many subjects there never seems to be enough time to teach the content. How will teachers then allow for "student productive struggle" while still meeting ALL objectives?
106	if Element 4 could be more clearly worded. It is a bit confusing and clunky.
107	be more explicit about inclusionary practices
108	I like that this focuses on the environment and "climate" rather than outdated and problematic "classroom management". However, if you want to maintain integrity to your intent to position students and teachers as learning partners, there needs to be consistency across standards. Students and teachers create academic, physical, social, and emotional environments together.  Standard 4, Element 1: What is perceived as "respectful" is subjective, socially and culturally defined. Consider implications for equity and inclusion. I like that conflict is considered "an opportunity for learning". It will be important for conflict to be considered an opportunity for both teachers and students to learn, and to be addressed collectively, not just for students to learn what is expected of them. I suggest rewording to reflect your intent to position students and teachers as learning partners.  Standard 4, Element 2: Reconsider use of the phrase "developmentally appropriate". "Developmentally appropriate" does not reflect contemporary scholarship on inclusive early childhood education. There has been an enormous amount of peer-reviewed scholarship since the early 90's that demonstrates the ways that "developmentally

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	<p>appropriate” practices are not culturally sustaining and may perpetuate inequity (consider, for example, those students who are disproportionately characterized as developmentally “behind”, or as “not behaving”). I wonder whether the writers have read any of this work.</p> <p>Standard 4, Element 3: Again, define “evidence-based”. This has serious implications for equity. The use of “evidence-based” approaches to classroom design and environment, and “practices” have disproportionately affected children with identified disabilities and black and brown children. The physical, emotional, psychological, etc. inclusion of all students should be prioritized.</p>
109	I wonder what are the norms? How are they calculated? This is very tricky language. Same issues of language noted in the previous section should be addressed here. How will collaboration be supported from the Utah Board of Education? This requires resources, financial and otherwise.
110	is conflict the right word, or debate/variety of opinions/viewpoints?
111	what "values perseverance" means?
112	How this is possible and how it will be assessed? How can we celebrate the educators that follow these and how do we intercept those you are not?
113	The teacher appreciates conflict as an opportunity? This is terrible. The teacher should recognize conflict and be able to mitigate it, but seeing it as an opportunity to validate. This entire element is not needed, it should just be the title of the element. CREATE A RESPECTFUL LEARNING ENVIRONMENT! Thats it.
114	How are class sizes going to be adjusted to make these connections possible in the classroom while also allowing supportive staff be available for teachers when they have students that need extra support?
115	What is meant by “teacher appreciates conflict as an opportunity for learning? Also, “student productive struggle”? Is it best to place a focus on conflict and struggle as opposed to “collaboration and respect” as the foundation and leave it at that?
116	If we can cram more buzzwords into these.
117	Element 2 potentially has unrealistic expectations depending on available resources
118	Who will be evaluating teachers.... Will teachers deemed “advanced” be compensated more? Will admin. Follow the “bell curve” when evaluating teachers... “there must be some bad one and there must be some amazing ones”. Or will the state seek to hire amazing teachers therefore the bell curve won’t apply? They’ll all be amazing!
119	Element 1 - while I believe it’s important for students to have their voices heard, I wonder if they may not be as respectful to their teachers as they should. It seems children/youth are less respectful to adults than in the past, and I believe they should be taught to demonstrate a mutual respect.
120	Not sure I like the term, "The teacher appreciates conflict" is a good thing to encourage or support. Maybe you should say the teacher appreciates a vigorous healthy discussion.
121	"The teacher appreciates conflict..." what the heck is that supposed to mean? Does that mean we're ok with students fighting and destroying classrooms and then it will come back on the teacher for not creating a respectful learning environment?
122	<p>There seems to be a lot of crossover in wording. Maybe separate all the physical and emotional wording and simplify it into 3 Elements? Maybe separate the main points as follows:</p> <p>Element 1: Create a Respectful Learning Environment (Evidence-based practices for Safe Emotional and Respectful environment)</p> <p>Element 2: Establish and Maintain a Physically Safe Classroom (Evidence-based practices for Behavioral Guidelines, Procedures, Norms, and Protocols/Transitions)</p> <p>Element 3: Take this out and put "evidence-based" into the other Elements as we should always be using evidence-based practices that promote learning.</p> <p>Element 4: Cultivates a Growth-Oriented Classroom Climate. (The "best practices to enhance students learning" from Element 3 could also go here.)</p>
123	Element 2 may need to include some language that allows for teachers to take individual circumstance into account. For example, an over-emphasis on "consistent follow through" can sometimes create an expectations that all students are treated identically, when in reality the students' individual needs may require differentiated treatment. Fairness is not treating every student identically, but giving each student what S/HE needs to succeed.

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	I would include in element 4 (or one of the others) something about the learning environment being "academically safe to make mistakes." If a student is academically penalized for a mistake (e.g. low score on a learning task that is then factored into the final grade), especially on a learning task that is intended to be practice, then the classroom is not academically safe to take risks and make mistakes. An environment like this restricts the students felt freedom to really explore. The structural and systemic factors of the classroom, like how assignments are "graded" and the final grade is determined, have to incentivize exploration, curiosity, and mistake-making.
124	I wonder what teachers will think of the concept of appreciating conflict as an opportunity for learning.
125	I wonder how to create emotionally safe spaces for students and create a respectful classroom, enforcing norms for behavior when that is not modeled in the wider community and there is significant opposition to creating safe spaces for some students by segments of the population and opposition to presenting respect for diversity in culture, religion, or other areas.
126	I wonder if more specific examples would be helpful for new teachers with proficiency scales provided.
127	Establish and maintain a physically and emotionally safe environment. A teacher can establish all these things and still have students who disregard expectations routines and rules. Some can be violent and/or extremely disruptive. It often takes months of intervention and data collection to get the needed help for these students. Most teachers have not been trained in responding to children with psychological needs or pathology. Yet these students are in our classrooms. These students can cause trauma physical and emotional trauma for the other students and teachers in the classroom. They disrupt the learning of all the students in the classroom. While I agree that each teacher should maintain a safe classroom, with rules expectations and routines, I am wondering how this would apply to a teacher working with this condition?
128	I wonder what it will look like to appreciate conflict and let it meet individual needs. I also wonder when I will have time to seek out and implement evidence based practices that that provide a physical and emotional classroom environment that is strategically structured for optimal learning. That seems like an incredibly vague goal.
129	I wonder how this can happen when students that throw chairs, tip desks, and have extreme behaviors are not removed from the classroom. Teachers can do their best with what they have. Evaluations of teachers should reflect the students they have in their room. I personally lose at least 30 minutes of instructional time a day. Multiply that by 180 days. But I am expected to be judged by all the same standards.
130	I wonder if teachers will be encouraged to validate the voices of white male students and honor their experiences along with everyone else?
131	"Appreciates conflict"? Ha, ha. Wow. That made me laugh out loud.  Also, it's NOT the teachers who need to follow through with behavior. Element 2 assumes teachers are the problem. BEHAVIOR is a problem because there are no real consequences for students. If we send a student to the office, they come back with a treat. If we ask administration for support, we're told we're simply not being "positive enough." If we contact parents, we're told it must be something we're doing wrong. Teachers need more support with increasingly disrespectful behavior--NOT blame for it.
132	1: "...Appreciates conflict..."??? What in the world...? Please clarify what type of classroom conflicts you are hoping that teachers will appreciate. Are you trying to say that Utah classrooms are already full of unwanted conflict and you hope teachers will redirect it to productive discussion? Maybe avoid the conflict-inducing content or classroom management instead, hm? 2: What are "protocols (e.g., transitions)"? This was an unhelpful explanatory example. Better to just leave it as "protocols".
133	How admin and parents will support this and keep teachers make this happen
134	What do you mean by "classroom collective efficacy." Are they to be the Borg.
135	Since education needs to be data driven, I wonder if we add an element here that addresses data as part of the classroom culture in some way? (IE: students have some ownership of displayed data in the classroom)
136	If element 3 is necessary, it seems less relevant a bit redundant and leaves open the possibility for critique and micromanagement of personal classroom space. I think the thoughts addressed in that element are covered in the previous 2
137	The word "dispositions" is troubling to me. Are teachers going to be judged on their moods now? Are teachers not allowed to have a bad day or some bad days? Teachers are human beings (just like their students) and having

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	<p>elements that judge them on their experiences or mood that day and how they are feeling seems harsh and very hypocritical (if a student is having a bad day we are expected to try and help them, not judge them or punish them for it).</p> <p>Also in order to create a respectful learning environment that has all of the elements listed, teachers need to be treated like the professional in the room.</p>
138	<p>Define conflict. How are we addressing severe behaviors that creates an unsafe environment for other students? Current practice is to have them calm down, bribe and then continue to let them stay despite the damage to other students.</p>
139	<p>Let's say this more simply as well. Teachers shall create an environment that is safe, clean and conducive to learning. All children should want to be in their classroom, and feel loved, respected, listened to and appreciated.</p>
140	<p>No promoting LGBT+ lifestyle.</p>
141	<p>No teacher wants or seeks conflict.</p>
142	<p>The phrasing, "the teacher appreciates conflict" is highly inappropriate.</p>
143	<p>I wonder how children will ever develop into resilient, non-fragile human beings when every second of their life in school has been over managed in safe spaces? Their ability to deal with conflict will be severely inhibited.</p>
144	<p>if there could be better indicators for SEL. empathy, collaboration, time-management, etc.</p>
145	<p>Why does conflict need to be used for "as an opportunity for learning"? I think this could be phrased differently. Conflict has such a negative tone. Different perspective's or opinions are healthy and this could be used "as an opportunity for learning".</p>
146	<p>Teachers are supposed to encourage conflict? No resolution to the conflict, just conflict for conflict sake? Remove Element 1.</p> <p>The focus should be on having an emotional classroom? This is not productive in any situation. We need to get back to letting teachers teach academics.</p>
147	<p>Again, we use terms like rigorous learning and high quality instruction - and while it's my job as administrator and the job of a teacher, not everyone is reading professional development literature and is recently out of a classroom to really know what these terms mean and what that means for teachers in practice.</p>
148	<p>Are there other "soft skills" that should be focused on? I.e.: productivity, teamwork, communication, punctuality, attitude?</p>
149	<p>if some parents will say "not my child" or not care enough if there is a problem.</p>
150	<p>What happens when a teacher doesn't cultivate a growth-oriented classroom and doesn't validate the voice of each student, but rather only the voices of students that agree with them a certain narrative?</p>
151	<p>It's not the teachers jobs to try and implement this!!! Just stop!!!! All the B.S.</p>
152	<p>Evidence based practice is good for teaching, however parents need to be informed on what these practices will be.</p>
153	<p>If we could rephrase how the teacher appreciates conflict to say that a good teacher uses the inevitable conflicts as learning opportunities. I don't think teachers value or appreciate conflict. The good ones simply learn how to redirect it in positive ways.</p>
154	<p>Element 1: A teacher cannot possibly connect with every student in their class, there simply isn't enough time. They need to understand where that student struggles academically and if other issues occur they need to send them to a licensed school counselor where the parent is involved and then the teacher is informed how to move forward. We do not appreciate conflict, that sounds like encouraging riots etc. The language should be "Teachers acknowledge that there is conflict. Depending on the context the teacher can assist in peacefully problem solving, however if the conflict is escalated it should be resolved with a licensed school counselor and parent.</p> <p>Element 2: The only thing that needs to be said is "we require hands to ourselves, respectful language, and kindness". Anything beyond that enters the scope of opinion of what the teach feels about gender identity, sexual orientation, religion etc. This is not complicated, if a kid is rude to another kid by naming calling the teacher simply says name calling is unkind please go to the principles office. However this language implies that teachers can go beyond the scope of what is unkind which is an uncomfortable situation for both teachers, student and parents.</p> <p>Element 3: How is this regulated??? This should be more specific to avoid setting up a classroom based on race,</p>

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	<p>social class or economic standing based on the teachers opinion. It should be "Teachers assess which students need to sit in the front based on their academic scores. Teachers may also separate students who tend to talk too much during class, and Teachers may separate students if they witnesses bullying during class. Teachers can also set up the class room in different shapes such as a circle. It is prohibited for teachers to arrange students based on race, social backgrounds or economic status". This would be a lot clearer and hard to misinterpret or take advantage of.</p> <p>Element 4: "Values perseverance" has not place in here. Teachers should have nothing to do with a students values. It should be arrive on time, be kind to others, and keep your hands to yourself. No other values need to be taught at school. Values such as hard-work leads to results is naturally learned in school. Any other type of value dips into opinion areas that are not appropriate in the classroom.</p>
155	Element 2: no teacher should ever have to force a kid to view another child as something they biologically are not. If you are a boy my kid will not be expected to make another kid who identifies as a cat feel safe. Teachers should be teaching not worrying about "Johnny" being offended another kid called him a boy and not a cat.
156	Who determines evidence-based material? I do not trust many studies. Never enough input in numbers to trust surveys, studies, etc. Evidence-based with much CARE about trusting the "evidence".
157	What do administrative standards reflect? As a teacher, to effectively communicate desired behaviors, I appreciated administrative support when needed.
158	I wonder about teachers appreciating conflict. This should not be used to encourage conflict or present ideas in conflict with the students family values.
159	If there's another word to use in Element 4 besides cultivate, maybe 'builds'
160	Nothing
161	In order for teachers to do any of this they would need a class of no more than like 10 kids. Are you willing to hire more teachers? Kids have Parents.
162	We know the physical classroom environment is critical, but I wonder who will provide the funds needed to fix poor physical classroom environments. Many times that is out of the teacher's hands.
163	This standard should include a collaboration element such as "The teacher collaborates with other educators to create a learning environment which is developmentally appropriate and which encourages learner growth."
164	Element 3: "The ... environment is strategically structured for optimal student learning." Why the passive voice? Again, Educator Standards should be expressed in terms of what the EDUCATOR does.
165	Are "authentic connections with each student" reasonable considering large class sizes?
166	Make it stop
167	I wonder if the statement about "appreciating conflict" will be clear and accepted by teachers?
168	1. I love element 1, but wonder how we can also set appropriate boundaries for teachers? 2. Are we considering competency-based learning/grading for the classroom? If we want to value perseverance, then we need to assess flexibly.
169	if it is appropriate to mention Growth Mindset alongside the emphasis of the "productive struggle".
170	I wonder how Element 1 is fair to students who don't cause conflict and yet have to deal with students who do on a daily basis.
171	If there will be free PD training available to help new teachers learn classroom management skills.....
172	Why are students not also responsible and accountable for creating a good classroom climate? In previous sections, they are developed enough to make critical decisions on the implementation and presentation of their learning yet not to cooperative maintain a good classroom environment along with the instructor.
173	could you include examples of each how can teacher programs prepare teachers for this
174	#1: The last sentence should probably be written to say, "The teacher appreciates conflicting viewpoints..." as the word "conflict" means different things to different people.
175	How teachers will be supported in learning effective ways to create a safe and collaborative classroom. How they will learn skills to deal with conflict resolution and guidance.

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176	I wonder if school counselors will be made aware of the learning environment when scheduling students in classes. In a class of 42 students with a capacity of only 36, I am not able to effectively have a positive learning environment. Class sizes are entirely out of my control so I think it's unfair to be assessed on something that so strongly affects the classroom environment.
177	How would this look in different classrooms? Not very clear.
178	I wonder how many teachers who are already feeling vulnerable will receive these standards about "appreciating conflict," particularly when they're already feeling spread too thin and unheard by teammates, colleagues, or administrators. This would be a great professional development topic!
179	I wonder if confidentiality should be a part of this standard.
180	Have we envisioned what supports in form of laws and rules from the state level that can ensure guidance and support for teachers providing these environments.
181	"Evidence-based" will hopefully be the latest guidelines and not just historical, dated ones. When it comes to conversations about racism and gender expression, especially.
182	I wonder if teachers get more support to make this happen?  This seems like a LOT to put on teachers. What does the state provide them to create this? Time? Resources? Money?
183	Standard 4: It would be helpful to remember that teachers create the climate and environments in their interactions with students and their families. The collaborative and reciprocal nature of this could be included. I appreciate the recognition and use of "developmentally appropriate[ness]" with an understanding this term has made several recent advances that has broadened this perspective to more inclusive and equitable practices.
184	Not all teachers work well with having students be apart of their classroom norms or practices. How will administrator help struggling teachers with this aspect?
185	What will be the best professional development opportunities to help support teachers in demonstrating these at high performance levels.
186	Element 1: A teacher may use conflict as an opportunity for learning, buy I'm not sure that they always appreciate it.
187	value perseverance- who's values? How will that be accessed so that the teacher's values are not imposed on a student?
188	Element 3: What does "emotional classroom environment" look like?
189	If I could get more support at becoming better at these things. I seem to always have 1-2 class hours that I just suck at this. I have tried so many strategies, and I just feel like a failure sometimes. There is a little district support the first year, but after that, not much support.
190	if changing the words "productive struggle" to "perseverance" might help.
191	How can we build vision and capacity for classroom collective efficacy?
192	I wonder where to find "evidence based practices" for physical and emotional classroom environment design. It sounds cool, but what does it really mean, and where would one look for such examples? Anyone can write a book or throw around "research data." This one kind of lost me.
193	DO YOUR STATE-MANDATED TESTING PLATFORMS ACTUALLY ALLOW TEACHERS TO DEVELOP INDIVIDUALS? Why in the world are you basing everything school performance-wise on a child's ability to sit up to 60 minutes at a time staring at a computer screen to take a test that isn't and never has been user friendly?
194	I wonder if capacity building as far as teaching practices is easier than teachers' mindset or sense of teacher efficacy when it comes to teaching all students (e.g., students with disabilities or students of color which includes MLs).
195	Are teachers teaching to the standards? What if they deliberately choose not to? Who is accountable?
196	what resources are available for teachers so that they can implement perseverance, effort and rigorous learning
197	I wonder what an example of Element 4 looks like.

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198	It is possible turn over for new teachers is so high because this is not upheld.
199	What one believes to be an environment "stratigically structured for optimal student learning" is totally different for another person. One teacher believes in minimalism while another feels that every inch of the walls should look like Pinterest threw up in there. Who is to decide the balance? When did autonomy in a classroom disappear? And you wonder why people are leaving teaching - stop the micromanaging.
200	Element 1 - Instead of saying teachers appreciate conflict, just start at the word validate in this element. Element 3 - Just say the classroom environment instead of physical and emotional. The environment covers it.
201	Element 4 The wording on the phrase "The Teacher guides student productive struggle" feels awkward to me. I'm not sure what you mean by it.
202	If in element 1 "conflict" is the right word. It denotes and connotes things that may not be the desired end. Maybe intellectual conflict? or just drop the second sentence. If in element 2 it is necessary to have student involvement in the establishment of behavioral guidelines. While it is a good practice, is it a critical part of the standard? If in element 2 the parenthetical phrase is necessary as it seems to limit the range of protocols. In element 4 what "values perseverance" means.
203	how a respectful learning environment is cultivated across ideological, religious, and political divides (especially in light of proposed language in SB157)
204	We can only do this with smaller class sizes. Please put a cap on class size. If a class is too big you can't have a successful and safe learning environment.
205	How teachers can be better trained on this? As a mentor teacher, I am finding that this sort of thing is hard for new teachers to learn.
206	Growth Mindset and communication are the first steps to transforming anything. A lot of teachers don't have those two skills. How are you going to make them teache that if they don't have those skills? To transform the classroom, we have to transform the teachers first.
207	If we can find a term that more clearly communicates the state' intent beyond "appreciates conflict." Until we have a social awareness of peaceful conflict (as opposed to physical or emotional violence) I don't think that term is appropriate in this document.
208	I wonder if there should be a hyphen in the top summary where it says: student-centered learning. I wonder if there should be a hyphen in element 3: evidence-based learning.
209	We ask too much of teachers to deliver curriculum as well as social services. I worry about the load that is on their shoulders.
210	if teachers need more training on how to establish norms and procedures in classrooms. Research for my master's thesis suggests they do.
211	if there are resources at the state level (and there easy could be) that can help a teacher "seek out" evidence based practices know to enhance student learning. Our district has many options for this provided by the district, but there are many smaller districts that don't have the resources we do.
212	Element 1: I wonder if this standard might include, "Teachers will speak respectfully of fellow teachers and fellow students while communicating with fellow teachers, students and parents." Teacher-teacher communication is absolutely essential when validating other teachers and the voices of students. Element 3: I don't know how this "intentionally designed safe classroom" is to be done. Maybe it goes without saying, but I wonder how that is modeled or measured. I think this is not an element that I feel comfortable implementing if it means adding symbols or virtue signaling which either alienates or welcomes some students. I would rather not be assessed by this standard but rather stick to content area that I am teaching. Element 4: Academic excellence is goal enough for this.
213	If building resilience could have been mentioned as part of an optimal classroom climate.
214	I wonder if USBE knows they're going to need to actively and fiercely support teachers with regard to certain Board members' and legislators' and parents' misunderstanding of so-called "CRT" conversations that will inevitably arise as student-centered discussions take place. This is another point of fear (in addition to standardized testing) that conflicts with teachers' ability to practice UETS. Is USBE going to fight for teachers and students in the name of effective learning environments? (Is it not USBE's job to do that instead of the laypersons' job? If not, that's not fair.)

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	<p>Creating, establishing, and maintaining a respectful and safe learning environment takes up a significant amount of instructional time (as it should, since it sets the stage for everything else); teachers who are unduly pressured to get high test scores over all else will not put enough time into this very important standard. And so here it is again, in case you forgot:</p> <p>I wonder if USBE understands that these teaching standards need to be coupled with, ideally, NO MORE standardized testing that is in conflict with the achievement of these teaching standards, and that if testing must continue, it must be aligned with, supportive of, and directly amplify these standards (e.g., performance assessments with a student disposition component, reflecting what we value most). Fear of testing and a prevalent misunderstanding and misapplication of "data-driven decisions" by administrators/districts/parents is DESTROYING the ability for teachers to prioritize the essential teaching standards. Regardless of the fact that test scores and effective teaching standards *should* not be in conflict, the truth is that they *are* in conflict in practice, no matter how hard we try to gaslight teachers and tell them how beautifully the research shows that testing and effective teaching practices are not in conflict. So, YES, let's adopt these new UETS, but the only way to not sh*t the bed is for our assessments to either disappear or fundamentally change. The current situation is an embarrassing contradiction and circus-show of hypocrisy.</p>
215	How a teacher can be held accountable for creating this kind of environment when students are coming into the school environment with serious behavior problems, lack of respect for authority, and parents who treat teachers and administrators with disrespect, not to mention the multitude of laws that are in place that protect violent, disruptive students and their parents from being accountable for student behavior issues.
216	element 1 - clarify that it is civil conflict not just all conflict. classroom collective efficacy in element 4 - what does that look like/mean?

## Standard 5: "I like..."

1	the clarity of this section
2	Very direct and to the point. Not much room for misinterpretation.
3	How clear and attainable the expectations are
4	I like this reminder to teachers that starts at the 30,000 ft. level and drills down.
5	This standard is great and does not need any changes.  Really like the phrase "and holds others accountable to do the same"
6	This standard is all good.

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7	I think it is important to reiterate the professional pieces. Thanks for continuing to include these.
8	all
9	I like that you are now offering some measurable concepts. I also like that you are including terms on which teachers are given training each year for which written policies exist.
10	clear and excellent description.
11	It all looks good.
12	that teachers are expected to uphold an ethical standard of the profession.
13	This is good
14	I like the focus on professional growth and professional ethics.
15	How succinct this is
16	I like the communication piece. I think the others are just a requirement for employment.
17	You've covered all the bases!
18	I like all elements.
19	The language is simple and effective.
20	LOVE THIS!
21	Less words! When you make an evaluation template for these standards please also try to use less words than the last one. The last one was just too much, in so many ways.
22	A second standard where I only have good things to say about how it is written.
23	This would be easy for an educator to provide evidence for
24	these are all important things for a teacher to do
25	I like the focus on the importance of learning good communication and maintaining a level of professionalism at all time.
26	I like that it states that teachers should maintain the highest level of ethical and professional standards. Teachers should be an example.
27	I like how this whole standard is written.
28	Rules, standards, and communication are all lumped into one!
29	All elements are very important for all involved and will help with the success of teachers and students.
30	holds others accountable to treat others well
31	I like how Standard 5 encompasses multiple standards from the current UETS.
32	This is cut and dry. If a teacher cannot meet this standard and elements, then they should not attempt being in education.
33	Professionalism is something all teachers should do!
34	These are important. I like the conciseness.
35	Element 2, multiple sources of feedback. Element 3, multiple meaningful of communication.
36	I like everything as it is written.
37	This is good.

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38	How professional responsibility/conduct is defined.
39	Clear and short
40	Looks good
41	Uphold Professional and Ethical Conduct!
42	professional responsibility in using self-reflection and communication
43	High standards are the expectation. We will rise to these if we understand with clarity. The turnover in our profession has been so high that this is important.
44	Love
45	I like the clarity of this standard.
46	The reflective practices are great. When your required professional development is so great you don't have time to reflect, that's a problem.
47	element 2
48	I like all of these.
49	I love the inclusion of effective communication. I feel all of these standards are clearly stated.
50	Tying the hands of teachers and putting freedom in the hands of fools is unwise.
51	Love element 4
52	Perfect! NO Need for adjustment.
53	How things were condensed into four concise elements
54	The word engages- Teachers can be present but not engage. Use multiple means of communication and specifically about teaching and student learning- not just communication.
55	nicely worded with appropriate headings
56	The professional responsibilities sound more respectable as a profession. The language used is empowering as a profession.
57	Well written!
58	1. sometimes teachers need to remember that the rules apply to them too 2. teachers need the reminder that change is a necessary part of teaching; no lesson plan is so perfect that it can't be improved little by little each time it is taught. 3. parent communication is a big deal! 4. professional conduct is a key part of being involved with a community establishment.
59	I like this entire standard!
60	I like Element 2 about engaging in professional learning.
61	All of these elements! I like that you have combined these into 4 elements instead of the two long standards that were there before.
62	good
63	the accountability for the ethics and professionalism of teachers.
64	Element 2 - values reflective practices Element 4 - maintains professional and ethical conduct
65	Standard 5.
66	I like that this is abbreviated from previous versions.

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67	Multiple means to communicate with parents!
68	Teachers should be professional.
69	The elements are worded appropriately for all teachers.
70	good and clear
71	These uphold teachers to a high level of professionalism.
72	this seems very fair and a good foundational description of a professional teacher.
73	It is very straightforward and easy to understand.
74	I like the responsibility piece.
75	Most of it
76	This entire standard.
77	I love this section and I hope that in light of parental rights, that all teachers will check themselves and their personal attitudes before going into their classrooms every day. In the end, these children are the responsibility of the parents, and in allowing their children to attend any school, they are trusting that all of the teachers and administrators who interact with their child are not going to attempt to thwart the mission of the parents to raise upstanding and productive future adults for our society.
78	Very well written.
79	-"the teacher treats all with respect" -reflective practices
80	all the elements on this standard.
81	This is fine.
82	engaging in reflective practices.
83	n/a
84	This is also great! I appreciate the reflective practices and continuous professional and school improvement. This section is super important and a good way to talk to teachers about their "professional responsibility" other than just following rules and keeping their licenses up to date.
85	I like that it is simple and direct. I like that the Elements are common-sense professionalism.
86	I like that teachers are encouraged to use reflective practice and collaboration.
87	These standards are correct.
88	That this is not changing much from what is already in place.
89	All of these elements and support our teachers following their own professional code of ethics and conduct.
90	Well, you do have to have rules, don't you.
91	That you think teachers should be held at a higher standard than any other profession
92	The collaboration vs top-down approach to learning.
93	All of this everything listed here should be an expectation of a professional.
94	This is logical and necessary.
95	I support
96	This doesn't sound like any more work. We are already required to do this.

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97	Is this not already policy? Yes, communication is very important. There's no need to overdue it.
98	This.
99	Professionalism
100	I think all educators should be qualified law obeying citizens
101	I like the clarity and simplicity of element 1.
102	Collaborative activities and experience are mentioned and valued for both professional and schoolwide improvement.
103	All very good
104	reflective practice and feedback
105	multiple communication methods
106	All
107	Other than Element 2, This Standard is clear and concise. Very well written.
108	everything
109	All teachers should want to be the best example for their students.
110	This is fantastic! I think this standard and each element encompass our role as guides to learning, classroom management, respecter of ALL and trustworthy individuals.
111	I like all of this.
112	I like all of these elements.
113	Love this!
114	This is also a great one. I like the ideas in all of it.
115	I like
116	All of these elements.
117	I like the reminder to utilize feedback from not only admins and colleagues, but from students and parents as well.
118	I like and support professional and ethical conduct.
119	that the elements are explicit and brief.
120	I like the expectation to maintain a license and adhere to relevant laws and rules. I also like the communication with students, parents, and colleagues.
121	This should the norm. I feel sad it is here.
122	That "parents" are included.
123	...the parental emphasis.
124	It's fine
125	I like the level of professionalism addressed and expected.
126	These are absolutely essential. I am please that teachers will have additional professional development days to address element #2.
127	Pretty standard stuff for this one
128	Like all of this.

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129	Good on all of these.
130	Element 4 requires respect of all people
131	I love the scaling back of responsibilities of teachers regarding professional development outside of school. Our teachers are already overwhelmed, and struggling to hour to hour. Reasonable professional responsibilities help teachers manage their out-of-instructional-time workload.
132	every element of this standard. Teacher need to obey law, rules and policies just as all other professionals. Teacher must be examples to students and parents that we all have standards, ethics, and respect for the responsibilities each has to create effective learning environments.
133	No comments or concerns at the moment regarding professional responsibility.
134	All is great.
135	I like that feedback and communication includes students, parents, and colleagues. I also like that students, parents and colleagues are expected to reciprocate professional and ethical conduct.
136	Multiple means of communication and feedback
137	teachers need to acknowledge that it is a public, tax-run program.
138	Element 1, 2, 3, and 4
139	This is the first time that "parents" have been mentioned.
140	Ah yes finally...."and holds others responsible to do the same." All good here...
141	The educator adheres to laws etc.
142	The conciseness and wording of this standard and elements
143	It's pretty straightforward.
144	The teacher engages in and values reflective practices
145	I also like all of these.
146	These seem fine.
147	Element 2 to encourage the participation of teachers in professional learning and school improvement initiatives. Element 3 also provides a venue for teachers to reflect on their communication styles with colleagues, students, and parents.
148	that teachers are expected to both know and implement the ethical components of teaching.
149	Looks great.
150	all of these. Again, I feel like most good teachers already do this.
151	Element 4 is a must!
152	that you've included "reflective practices"
153	That teachers are expected to improve their practice through professional learning.
154	I like how explicit this standard is.
155	The communication component seems new. I like it
156	Standard 5: The elements of this standard contain some positive ideas for teachers, especially related to reflective practice, school improvement, collaboration, using feedback and communication in positive ways.
157	I like the language used in element 3.
158	Reflective practice is so important.

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159	Looks good.
160	Element 3: Teachers should use multiple means to communicate with parents!
161	this standard
162	This is all straightforward stuff that everyone should do.
163	using feedback from participants to improve.
164	it all.
165	"utilizes feedback from . . ." I like that the feedback is intended to come from all the stakeholders including students.
166	This was the clearest one! It is nicely and succinctly worded.
167	having set laws for standard teaching policies regarding education.
168	I like the use of multiple means to communicate with students and families and colleagues who may be supporting specific students learning.
169	all of the professional standards here
170	I love all the cool ways we can communicate with parents and students; like class dojo.
171	This is great - except when one teacher falsely accuses and continuously attacks others in the building and is allowed to get away with it for over 20 years. When do these standards take place for that educator? Mental well-being in schools is not just for students - the above mentioned teacher has caused severe mental damage to others and is still being allowed to do it. These elements are great as long as they are enforced equally across the board. So far, not happening in 1 district in the state.
172	This all looks good.
173	this standard overall.
174	I like how specific and measurable this standard is.
175	Effective communication and collaboration are essential!
176	"Effective teachers exhibit...demonstrate an awareness of and ...ethical standards..."
177	Each of these items. I think do a good job at reflecting professionalism.
178	I think this are good.
179	I think we should hold educators to high standards.
180	I like how much this Element has been simplified compared to the original.
181	Element 1: I like that teachers are to adhere to teaching policies as it pertains to the profession. Element 2: I like that teachers are to engage in reflective feedback. I believe that teachers who care about their students will likewise weigh parent feedback and administrator feedback as well. Element 3: I like that teachers are to communicate about student performance! I think this needs to be added: student performance. I don't like it when teachers gossip about students' parents or student behaviors. These communications are not about helping the child to succeed. I believe that the intent is to gossip and not to help. Element 4: I like that we have a high standard of conduct here. This is excellent.
182	I like that adhering to the rules/laws/directives is only one part of the professional conduct. I like the communication part.
183	Can't argue with this.
184	The focus on professional responsibility is so critical to the consistency of student/learner development. Students need to have boundaries that are reinforced by teachers' actions and not simply words on a wall.
185	The focus on a teacher's responsibility to continually be seeking to improve as an educator.

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186	how straight forward it is.
187	"directives"? What is this exactly? We should be within laws, rules, and policies.  I really like most of this. Can it be simplified at all?

## Standard 5: "I wonder..."

1	If Element 1, 3, & 4 could be combined into two elements rather than three.  What would a proficiency rubric look like for each element? Could the descriptors be more concise?
2	element 3: should "parents" be changed to caregiver or parents/guardians? That's probably necessary throughout all the standards too.
3	How do we get teachers more involved in the community? Or even want to be more involved?
4	I wonder if Element 1 could be more clear that educator licenses include LEA specific licenses.
5	It is commonplace to reference parents/families. Parents is a term that does not consistently reflect every student's life.  Consider adding the term data, along with feedback, under Element 2. Additionally, under point 2 consider some reference to quality research on best practices. Reflection, alone, is not satisfactory.
6	I am not sure sure you adequately let teachers know what you mean by reflective practices -- if they all are to remain the same for all teachers. I also wonder what you meant by improvement measures, since these can vary a great deal.
7	n/a
8	If by "relevant laws, rules, policies and directives" legislators feel they have the right to dictate the conscience of each teacher. True, teachers do not have the right to indoctrinate students, but how would they have the chance to do so if they were just focused on academics.
9	If five standards are too many and if all could be covered in a design with 4 standards.
10	I wonder if this will help to assuage the concern of some parents about what is being taught in classrooms.
11	Maybe in Element 2 The teacher "seeks out" and utilizes feedback
12	I wonder if a template of a protocol can be provided that would be more specific on how to implement the standards. If a teacher is frequently late (once a week), but does everything else great, should they be identified as emerging on element 1? IF a teacher does everything great, but is always publicly critical of the curriculum or students, etc..... how should they be rated? I am concerned that administrators will simply identify ever teacher at the highest level, unless there is a practical guide provided.
13	Element 3 could benefit from the descriptors of efficient and effective in describing communication; I'd also consider removing the descriptor "multiple." If a teacher's routine is to post deadlines, assignments, notices. etc. on their LMS, I would judge that as reasonable.

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14	So many teachers are blurring the lines between being friendly with kids vs being friends with kids. Can we add something about the appropriate use of technology/ social media? I also wonder about professional attire. Can we also add something about data privacy?
15	How do you plan on holding parents to an equally respectful stance? How do you plan on supporting teachers when parents whine, complain, and lie so that their students don't have to do any work or be held accountable for any actions?
16	How can we make it so we get parents more engaged and involved with communicating back to us teachers?
17	how will they be measured?
18	Why are teachers required to adhere to laws, rules, and policies without being expected to advocate for the best interests of students, families, communities, and society. If educators are silent about changes and improvements that need to take place, it is very hard for the next generation to become responsible social citizens.
19	I think we could better define communication guidelines. It is important that teachers communicate, but this should be done with carefully established boundaries.
20	I wonder what a "directive" is. I have seen "directives" used as a way for administrators to bully teachers (e.g., "any teacher who uses materials for teaching reading other than these that we have adopted will lose their job").
21	If this needs to be broken down more!
22	N/A
23	How often should middle school teachers communicate with parents formally (email)? Is canvas not enough?
24	Can our teacher preparation programs do more to prepare future teachers to team in PLCs or other ways to facilitate and foster working with other educators for the benefit of students?
25	Why does Utah have such a hard time getting and retaining teachers? Maybe once a teacher has taught for 15 years they get a permanent teaching license? Or maybe if they get a doctorate they get a permanent teaching license? We all know schools and school districts do professional learning for its teachers, so why not eliminate hoops for teachers to stay teachers!
26	Element 1, I wonder why we emphasize only that teachers must adhere to laws without also clearly stating the expectation that teachers should also have strong knowledge of laws and self-advocacy competencies to ensure they are treated in equitable ways. If we expect teachers to treat children in equitable ways, then the system needs to also support teachers being treated in equitable ways.  Element 2, I wonder how the focus on improvement rather than learning will impact teachers? Are we cultivating a linear deficit thinking climate whereby administrators giving feedback and teachers focus only on gaps rather than valuing the whole teacher, emphasizing learning by building on their assets and interests.  Element 3 - I wonder why this does not reflect a value for diverse abilities and identities of children and families by ensuring that communication is also in languages that can be understood or translation services are provided, and at a reading level that can be understood?  Element 4, I wonder why teachers are tasked with holding other accountable? Do they really have the authority to do this - particularly with parents and colleagues? I wonder if there is a more accurate descriptor that could be used that is within a teacher scope of influence?
27	I wonder how these standards will be communicated to teachers and how they will be enforced while still maintaining a positive learning environment.
28	Where do teachers find the "laws, rules, and policies" Element 1 is referring to? Where is the teacher's code of ethical conduct? Is it site/district-based or is there a state standard?
29	-how much input teachers are given when laws, rules, policies, and directives are passed by the legislature, school boards, districts, and individual schools. -if local control has been taken away from local schools

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30	It is definitely important to have a standard system to deliver this information, but wonder how effective another "module" is on communicating these values. How can we supplement the need to ensure everyone understand by the same measure?
31	What happens when administrators are not supportive of staff and faculty? (When the requirements placed upon the teacher are too great? Burn out is real!)
32	about including mention of ongoing professional learning requirements
33	What "multiple means" are needed to communicate? Many parents and educators are overwhelmed by incoming messages from various sources. Might it be amore beneficial to use "effective and efficient" means? Phone calls, text messages, emails, announcements on Canvas, Facebook pages, class/school websites, notes sent home, etc. are jamming the communication lines. Could it be better to use one or two methods so parents and colleagues always know where they can access information?
34	Ethics has any meaning in some circles?
35	#2 could say utilize data and feedback.
36	Needs a 5th: Participates in student-focused meetings such as IEP teams.
37	1. I wonder if there is a way to make those policies and directives impacting educators a little more clear, or even just more accessible to teachers. 2. How seriously should we take feedback from those outside the profession with regard to improving classes? 3. I wonder if having multiple ways of communicating with parents might not be such a great thing. Most parents just want one way that they communicate with all of the teachers, that way they never have to keep track of which medium belongs to which class.  4.
38	I wonder why my school doesn't provide more resources for out-of-school professional learning.
39	when teachers will be supported enough to be reflective when so much is thrown our way without taking into account that our energies continue to be depleted through paperwork, meetings and trainings. It is hard to truly be reflective when we are exhausted. The past two years have taken so much energy in pivoting in diverse ways. I wonder how many teachers will burn out.
40	Element 1 - Will there be links to relevant laws, rules, policies, and directives?
41	How an educator will "hold others accountable to do the same" in element four, when parents don't follow district policies when they have concerns?
42	I wonder if these will be yes no, or on an effectiveness rating.
43	How do we keep the school and district accountable for communication as well. All communication shouldn't always be on the teachers.
44	How we are supposed to hold others accountable to the same.
45	what happens when teachers are unfairly attacked by parents
46	The previous standards addressed a teacher's contribution to improving the teaching profession. I wonder if there was another element that included that as a professional responsibility.
47	Is it's really on the teacher to explain grades or situations to parents and students by "multiple means". I believe the gradebook is enough. Many teachers also do email as well. At some point it's the student's responsibility.
48	More specifics that a teacher can direct a parent where to find Curriculum and core learning on line. A teacher should not be expected to send parents curriculum or lesson plans each day.
49	What research in Education USBE can cite that helps this standard
50	Who determines how much flexibility the teacher will have to ensure the best outcome for the student and not pressure from

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51	I wonder how open the entire educational system is to hear teachers who agree with parents and do not want a lot of the types of attitudes and curriculum that have become pervasive in school districts around our country and our state in recent years? I would like to hear about more teachers taking a stand and refusing to participate in embracing harmful ideologies in the classroom, without penalty from administrators.
52	-why the state licensure office never answers the phone?
53	For element 2, my sense would be that students might be afraid to talk to those in authority, so is it possible to have a box in the school where students could place their concerns and be anonymous?
54	how to allow teachers to seek their own professional learning that is truly personalized? Much of the training teachers receive is mandated and it is rarely personalized. For example, some training is given over and over and over, whether or not it is needed. Other training, even when it is wanted, is hard to obtain, because of costs, time away from the classroom, inavailability, etc. Most of section 5 seems painfully obvious, but I recognize that there are the cases of teachers who don't adhere to laws, rules, policies, and directives.
55	n/a
56	Will they work with parents
57	Why anyone would ever want to be a teacher and be so micromanaged and treated unprofessional.
58	Why this standard is more clearly written than the others. It is to the point and easily understood by the average stake holder. Less fluff. Fewer buzzwords and pedagogical phrases that scare parents and that are ignored by young teachers who are unfamiliar with their meanings.
59	I wonder how helpful student and parent feedback will be.....I have learned to take the best and leave the rest. Parents and students don't always understand why the teacher does what he/she does but there are almost always good intentions that the parent or student just may not like.
60	How we can help teachers to feel more appreciated in their mostly thankless profession.
61	Why was the collaborate with peers standards revised so strangely? There are only two ways to improve schools (1) Teachers working together (Professional Learning Communities is term used in education) and (2) community involvement.. Your new standards is missing half of the way to improve things.
62	How much will be effected as more and more legislation happens that effects how and what teachers are allowed and able to teach.
63	<p>This entire plan is a wolf in sheep's clothing. You put up all these sections that sound good, and then we end up here with adhering to policies and directives. This is what cancels everything you put before trying to make it look pretty.</p> <p>It's like when an HOA neighborhood hears leaders say, "let's decorate for Halloween, and we'll theme ourselves up and have a carnival and give out the best candy." And the HOA community goes, "That will be so much fun." Then the leader goes, "Oh, too bad, the laws claim we can't have decorations, Halloween, candy nor carnivals, but hey wasn't it fun to think we could do that?"</p> <p>This is the problem with your plan. Your policies, rules and directives are all designed to prevent teachers from having true individualistic control in their classrooms and from adjusting pedagogical approaches to reach more students. This right here, is why your plan has already failed.</p> <p>Thank god you're not in charge of the university setting, we'd have the worst work force in the world. Look, why don't you stop screwing around in the public schools and learn how to prepare students for college. When it is more efficient for a student to drop out of high school, get a GED and then start a college degree at the age of sixteen (two years ahead of typical graduation with a degree), there's something wrong with your system. When are you going to start treating highschool as actual preparation for college?</p>
64	Why you don't pay teachers more than any other profession.
65	If there could also be wording/direction to district leadership about the same respect/collaboration from school leadership rather than strict top-down approach that can feel dehumanizing and robotic.
66	1. Who sets the rules, policies, and directives? Who holds the rule setters accountable?

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67	How teachers get the respect they give? What can we do to help parents and students respect and trust teachers again?
68	If present teachers are not acting like this already, why are they still on staff?
69	Can we have a parent code of conduct that requires them to treat us with an equal amount of respect considering we have to have all of this training and follow all these rules?
70	Teachers have a ton of responsibilities and having extra communication on top of a normal helpful amount with students, parents, colleagues, and administrators can be time consuming.
71	I'm not sure if the teachers can do this
72	Please make 2 sentences in Element 2. Students and parents are not the professional here. Colleagues and administrators are for any improvement. State something such as: Teachers utilize feedback from students and parents to enhance a positive learning environment for the student.
73	Obviously.  Please provide more oversight to charter schools, or stop funding them (they are scams).
74	In element 3 I wonder why "multiple means" must be used? Wouldn't it be better to set one way you communicate outside of class and stick with that (ex. Canvas Inbox, Canvas announcements, etc. instead of Canvas Inbox AND emails)? If there are multiple ways that teachers communicate then how will parents and students know where to look?  In element 4: how does a teacher hold others accountable? If a parent is not acting ethically what power does a teacher have?
75	if we add verbiage about supporting the educational institution that they are working within.
76	Should collaborative activities and experiences outside one's own school/district be encouraged? Some of my personal greatest "ah-ha" moments have come from visiting schools in other districts and states. Perhaps this is already implied in the wording here.
77	Standard 5: Again, consider how to maintain integrity to your intent to position teachers and students as learning partners. Teachers have professional and ethical responsibility to their students.  Be sure that all of your standards and competencies position and respect teachers as the professionals they are. "Professional responsibility" cannot just be limited to the informal and formal governing bodies teachers are beholden to. In addition, consider the ways in which community ethical standards (which are subjective, socially and culturally constructed) disproportionately impact and exclude traditionally marginalized teachers and students.  Standard 5, Element 2: Teachers' professional development should be guided by the emerging needs of the children and families they serve. I do not like positioning professional development as "for professional and schoolwide improvement" alone, and I worry that teachers will simply be told what professional development opportunities they need or which are valued, rather than be trusted to seek out professional development opportunities that they know will allow them to meet the needs of the children they work with, as partners. There is a very important opportunity in Standard 5 to address equity. Professional and school improvement toward inclusive and equitable rules, policies, instruction, curriculum, assessment, etc.
78	I wonder what happens when student parents colleagues and administrators are not as informed as teachers? How do we resolve conflict which seems to be happening daily in our schools.
79	What accommodations will be made for teachers that teach in less than ideal classroom situations?
80	what are "values reflective practices"??? whose values?
81	nothing
82	How are you supporting teachers in helping them maintain a healthy work home balance?
83	I would like to see this as Standard 1. First and foremost, if you do not have this standard met, the other standards will not be accomplished adequately.
84	If you really think this extra layer of work this is creating so teachers can prove they are meeting your standards is going to make teachers feel like staying in the profession.

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85	No comment here.
86	Element 2: Instead of the word "Engage" a word that suggests growth as a positive and exciting part of being a teacher could be used. Maybe "Pursues and engages in" or "Actively seeks and engages in"
87	Element 2 is missing the oxford comma in the list.  Element 3 - say "student learning and teaching" (instead of "teaching and student learning.") The order matters.  I wonder if there is a way to emphasize element 2. This is essentially growth-mindset for the teacher. (Another standard talks about growth mindset for the students). This is really important that the teacher is constantly learning.
88	I wonder what new ways there will be to communicate with students and families.
89	if we need to add more to element 3 about no negativity or in a professional manner.
90	I wonder what support I will have in holding other stakeholders accountable when they do not display the same conduct and does this standard mean that I must accept abusive or threatening behavior?
91	Again be specific with examples of what proficiency looks like/sounds like.
92	N/A
93	As per The Utah Constitution, I wonder if the word "parents" should be listed first?
94	If administrators and school board members, who don't actually do anything in the classroom, will be REQUIRED to plan and sub in classrooms 30 hours each school year, so they will be able to understand and remember what it's actually like in the classroom. Then they can give better informed feedback. I WONDER if teachers will ever get their turn to give ANONYMOUS feedback to administration and board members that admin and board are required to utilize. Anonymous because otherwise the truth may get you fired. What's good for the goose is good for the gander.
95	3: Can this be refocused away from potentially unilateral "communicating" with parents and toward co-operatively seeking parental input and permission? 4: Whom else is the teacher "holding accountable to [maintain professional ... conduct]"? That's not the students' or parents' job, and their colleagues whose job it is wouldn't necessarily appreciate it either. Reword this for accuracy and social harmony.
96	I wonder if element 5.3 needs to more clearly address both issues AND positive communications
97	The word "dispositions" is troubling to me. Are teachers going to be judged on their moods now? Are teachers not allowed to have a bad day or some bad days? Teachers are human beings (just like their students) and having elements that judge them on their experiences or mood that day and how they are feeling seems harsh and very hypocritical (if a student is having a bad day we are expected to try and help them, not judge them or punish them for it).
98	Again, less verbage. Listen to others, respect them and yourself, and think about what you are doing. Follow the platinum rule. Do unto others as they would have done unto them.
99	I wonder how our already over-worked, under-appreciated, under-paid teachers are going to find time to cater to all of these First World non-issues while keeping all of their non-involved, complaining, entitled parents happy?
100	Element 3. Something to consider is that many schools require teachers to communicate with students and parents in very specific ways.
101	I am glad this is listed as a responsibility but personally feel that if any of these are not being adhered to, it is a bigger and more serious issue than to be included with this assessment.
102	I wonder if participating in instructional coaching cycles is something that could be included in Element 2 as a part of engaging in reflective practice.
103	What are teachers supposed to do when they are not treated professionally or ethically?
104	Still very broad. Ethics particularly can be very broad when not defined.
105	how this will happen with legislators and parents imposing new rules all the time.

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106	What happens when an educator doesn't adhere to the laws, rules, policies and directives? Or when the educator doesn't utilize feedback from students and parents? What happens when a teacher doesn't treat each student with respect but holds students accountable to treat them and others with respect?
107	Just stop!!!! If you would like to actually provide an area of concern I will take the time to fully tell you why this bill is bad!!! I don't wonder about any of it!! Stop the B.S.
108	What does holds others accountable to being respectful? Im concerned teachers rights wont be allowed.
109	When addressing ALL the criticisms coming from parents, that likes and dislikes in personality must play into teacher evaluations. Nobody should ever have to be responsible for pleasing every parent 100%, but yes! All criticism must be addressed and considered.
110	I want items to be reported and prosecuted that go against the law- such as reading sexual content to minors.
111	if we should use "guardians" instead of parents, or include "community" somewhere
112	Nothing
113	They already do this. You are making it more complicated for no reason
114	I wonder what "multiple means" of communication we have available to us? Many teachers rely on email because any kind of social media is full of challenges.
115	This standard should include a collaboration element such as "The teacher collaborates with other educators to engage in reflective practice and to engage in professional development."
116	If you can just make this one all of them.
117	1. Can we specifically list technology as one of the professional learning activities?
118	if it is appropriate to include progress towards obtaining a professional educator license.
119	I wonder why teachers need to use "multiple means" to communicate with parents (Element 3) if parents choose to not respond to communication via traditional means.
120	if teachers are being given credit for all the parent outreach that we already do. For some parents, I feel that I need to parent the parent. I have already connected many parents to resources in the community to help them. Being a teacher also means being a social worker.
121	could you include examples of each how can teacher programs prepare teachers for this
122	How teachers will be held accountable for these professional responsibilities.
123	Is this listed as the last standard intentionally? Or, should it be the first standard? My thinking is that if an educator doesn't follow or meet this standard of professional responsibility, then they will probably be remove and can't meet any of the other standards.
124	This seems to be common sense. I don't think we need to water down standards with stuff that isn't important.
125	I wonder about what "directives," are defined as. Are these all the new "initiatives," that are sent out by school districts or administrators? I'm concerned this will be used as ammunition against teachers who refuse to follow the occasional initiative that they have a major issue with. I agree that teachers need to be open-minded to try new things that are sent through the districts, but teachers also need to have power of choice because at the end of the day, we still are graded and tested based on how our students perform on assessments by the state of Utah-and schools are punished for not measuring up (regardless of external factors out of our control such as attendance). Too many initiatives (which we've felt a lot lately) create a significant lack of balance to quality instruction on core standards.
126	I wonder how good communication will be evaluated.
127	Standard 5: Overall, this standard seems outdated and the basic definition does not seem to recognize the teacher as a professional just a person who has to do what they are told. Particularly Element 1 seems to say "shut up and follow the rules." It would be beneficial to indicate that teachers, students, and parents could be actively and collaboratively involved in forming laws, rules, and policies that are strengths-based and do the best to positively meet the needs of all stakeholders in advancing the USBE vision to prepare students "to succeed and lead by

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	<p>having the knowledge and skills to learn, engage civically, and lead meaningful lives.</p> <p>Element 2: Which socially constructed values are going to be represented in this reflection? Those of the dominant culture only?</p> <p>Element 4: How are professional and ethical conduct defined? It seems the idea of ethical responsibilities to others is missing and the ideas of diversity, equity, and inclusion are no longer considered in this standard given.</p>
128	Will enough time be provided for teachers to meet all of these objectives and if not, will they be paid for work done outside of their contract hours?
129	<p>Element 2: It says teachers should use feedback but what does that look like? How does a teacher prove or show that they are doing that?</p> <p>Element 2: Is there where PLC's fall?</p>
130	If wonder if there is ever an educator that doesn't check these boxes. This seems like the easiest part.
131	what means of communication are implied in element 3.
132	How to help teachers grow in the area of "professional responsibility". Will these standards/elements include a rubric of some sort?
133	Is there a way to clarify the differences between what makes a law vs. rule vs. policy vs. directive? This would be helpful in knowing what we are adhering to and how...serious?...the weight of each of these is.
134	if you'd actually give teachers time to teach instead of practice testing.
135	I wonder if this should be a systemic approach as well as an individual classroom approach to ensure sustainability.
136	What is the consequence of not following law, policies, or directives?
137	what multiple means of communication looks like
138	If cyberbullying will increase.
139	<p>in element 2 if "values" is the correct word choice. Do the elements represent what is hoped for or the standard to which we will hold educators? If it is the former then leave it, if it is the latter we may need a different word.</p> <p>In element 3 should we include multiple means? If the teacher communicates effectively and responsibly do we care how many ways they do so?</p>
140	when laws and ethics are in contradiction of each other, which one should the teacher follow?
141	How are you going to evaluate this? We need educating of educators first! Success and professional responsibility can look different for any principle/school....
142	I wonder if we could add something about how teachers build community trust through projecting professionalism in their communication, presentation, and behavior.
143	How do we increase the involvement and engagement of parents and families. I like that communication will be done in various ways. It seems like we try five ways to get the message across and parents ignore them all.
144	how we can get a better sample of feedback from students and parents. My experience is very, very few parents fill out end of year surveys (those who do leave little to no feedback) and the feedback that is given is by the one parent who is upset. Whereas, the overall student/parent experience was very positive.
145	<p>Element 1: I believe that teachers should be allowed some liberty here when it comes to adhering to all the policies and procedures that they are required to. If a teacher has individual or sincerely held beliefs which are in conflict with already adopted policies and laws, etc., I think that the teacher's profession should not be on the line for not being able to abide by those laws. I would hope that there is a way to provide teachers with the agency they need so as to continue teaching according to their individual needs.</p> <p>Element 2: I wonder how teachers might become more motivated to support and lift their colleagues rather than trying to get each other in trouble with administration. Sadly enough, in the past twenty years, I have discovered an environment within schools that fosters petty behaviors like tattling on the principal or gossiping about each other. I dislike this environment and it discourages me from wanting to engage with and interact with fellow teachers.</p> <p>Element 3: When I see that I am a part of a team effort like collaborating and communicating with my team and with the parents of my student, I feel supported and I feel like I can celebrate with my fellow teachers about these successes. I love this aspect of this standard.</p>

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	Element 4: I wonder if this is a good idea to hold fellow educators "accountable." I think that this is a slippery slope-keeping other teachers accountable. I wish there was more frank discussion between educators as far as mentoring each other and not trying to get each other fired or in trouble with administration. I grow tired of teachers being threatened with "being fired" from fellow teachers or administrators. It all feels so juvenile and actually unprofessional to me.
146	Element 3 is missing communicating with school administration I wonder if we could have a point about being proactive on professional conduct would be useful. a "when in doubt" statement that could address new situations that could potentially be problematic and ensure that they do not arise. I wonder if a mention of being careful about sensitive topics (religion, sex-related, politics) should be explicitly mentioned.
147	How a teacher is supposed to keep abreast of laws, rules, policies, and directives that are continually being added to by law makers who don't have a clue what it's like to be a teacher. The number of laws pertaining to public education for which educators and administrators are held accountable is ridiculous.

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## Additional Comments:

1	What would a proficiency rubric look like for each element? Could the descriptors be more concise?
2	Nice work - I'm curious about the research that was used to generate and guide these new standards. That information would be useful to understand how we arrived at these.
3	Thank for you simplifying the standards into 5 sections.
4	Not at this time. Thank you for letting me participate in this.
5	I think it is important that the expectations we outline here for teachers are reflected in our legislation, licensing requirements and our State Universities. Often it seems like we come up with our own expectations that do not align with the reality of the State around us. Before this is finalized I would hope that it would be checked that it clearly aligns with our state rules, upcoming legislation, research, evidence and what is taught in our Universities to aspiring teachers.
6	Great work, teams!
7	Will rubrics be developed to accompany the standards?  An emphasis on quality assessment seems to be missing from the standards. While assessment is implied, "quality" assessment and a true understanding of biases in assessment is missing. In the current form, generic references to assessment minimize practices that negatively impact students. Defining assessment more comprehensively within the standards, or as a standalone category, is strongly recommended.
8	I just wonder if it is worth all the effort that districts are going to have to make to update their systems to match new standards. How long will these ones last? If change is the game...please make them good enough to stand time for a while.
9	I like it better than the 7 or 9 currently in place. I do think the process could still be simplified and streamlined down even a little more.
10	I apologize for the "I Wonder" comments, but as an evaluation and curriculum design specialist, I just can't help myself! It sounds great on paper, but I see little of the "how" it will be done. Having been a member of similar teams in the past, I am reminded of the line "Flavor of the month".
11	Much less overwhelming than the old 10! Like it!
12	Some language might be good to connect to the frameworks mentioned at the beginning (like Portrait of a graduate) in each area.
13	One of the few education policy successes in America in recent decades is Mississippi's decision to double down on the science of reading and ensure that elementary teachers use systematic phonics instruction. That means a lot of direct instruction in very specific knowledge and skills. It's not fluffy. It's not about student motivation or authenticity or "experiences" or cultural relevance or student-directed learning or any other buzzwords. It's about making sure that kids are directly taught and master skills that are prerequisite for future learning. If Utah wants to lead the nation, they should do the same thing in all areas. How about we drop all the fluff and vagueness and pie-in-the-sky ideas and double-down on clear content, well-defined skills, and solid teaching.
14	I am not impressed with how Utah legislators seemingly do the bidding of UEA and NEA without regard to the role of governance. It is to "govern" not manage, not control. Educational standards should not read like a manifesto for social justice. Do us all a favor and privatize education. Instead of playing games with the wpu and grants to "equitably" fund education, just give parents the responsibility to find the form of education they deem is right and let educators compete for business just the way other licensed professionals do. GET GOVERNMENT OUT OF EDUCATION!
15	Looks good to me. I appreciate the opportunity to preview and the work that has gone into this.
16	I really like how this has been narrowed down to just 5 standards--I think that makes it more manageable for teachers and administrators. I especially like how instruction and assessment are now integrated!! And I appreciate the increased expectations for providing high-quality instruction that actively involves students in their own learning journey.

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	Kudos to the teams for the development of these standards and many thanks to all who must have put in countless hours to bring them to fruition!
17	I recognize the amount of work this has been and I feel it certainly reflects the latest trends and thinking in education. Thank you.
18	A practical implementation guide should be provided to all administrators.
19	I really like how it is simplified from the 9 million standards into 5, with a few elements. I would like to change the word teacher replaced with the educator. Also, I am concerned about how are districts going to be able to evaluate some of these standards. How are some of these standards measurable? The word authentic was over used. I also I think it is missing the inclusion of what it should like with students or what the students should be doing.
20	Thank you. These are all a step in the right direction!
21	Raise teacher pay. Get into the classrooms and actually experience the burnout most teachers are feeling. Stop placing a billion requirements on this job.
22	While seeking to identify what makes an Effective Teacher is great, when do we talk about what makes an effective student? Also once we decide what makes an effective student, when do we share that with the parents and what help will we give them to get there? The old adage you can lead a horse to water but you can't make it drink is true, we work hard to provide the best opportunities to learn that we can and still we have students who are choosing not to drink.
23	This looks fantastic compared to the uets (which I have grown to love)in its ability to be used to provide clear evidence of each standard and it is on track with what reseach says is essential!
24	Overall I think everything on here is great, my only concern is measurement of each item. I think this typically goes well but I've unfourtunately experienced an abusive/dishonest administrator in the past too, so would like to see a way to appeal or demonstrate acheivement of each item for teachers in those cases. I just switched schools and everyone since has been great, but that's not easy for everyone to just switch to another school.
25	The presentation is very nice. Just a thought - the expectations for teachers (although valid) are really a 'hand full'. I'm an older teacher and will relatively soon be retiring and I've taught because I loved it even though the salary was somewhat low (that is quite a joke). However - these new expectations will take even more time than we have been spending already. IF YOU WANT TEACHERS WHO WILL LIVE UP TO THE NEW 'REQUIREMENTS' SOME BODY NEEDS TO INCREASE THEIR WAGES!!!!!!
26	Overall, I feel these standards are written very well. The standards and elements are clear, straight forward, and doable for teachers instruction students of various ages.
27	I appreciate that these standards have been condensed from the previous UETS. I know this is difficult work. Thank you to those who've worked on this and who will continue to work on this as you wade through all the feedback you receive.
28	I like how the new UETS have been structured to fit the movement to PCBL and POG. I worry about how this will affect teacher evaluations, and the learning curve associated with the educational shift.
29	With the impending and lingering educator shortage, do these standards help address that shortage and encourage young students to go into education as a career? If we critically look at what we are demanding educators do, then I think these standards miss the mark in that area.
30	Be more careful in the words you use, be more teacher friendly in those words, and try not to use verbiage that will want to chase teachers out of the profession!
31	These elements were well thought out and stated concisely.
32	These all sound great. They provide a balance in meeting students needs socially, academically, and emotionally.
33	This set of standards is far better than the last set. They are less nit picky about things that hard to evaluate while still covering important aspects of teaching & learning. Thank you to those who, no doubt, worked very hard to develop them.
34	Overall, I remain a bit disappointed as it seems we still lag about 10-15 years behind cutting edge research on teaching and learning.

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35	<p>I really like the general direction of this compared to the last update for teacher standards. Districts across the state are continually working with PLC's and SLT's to establish mastery of essential skills and provide interventions based on formative assessment. I think these standards address those priorities well.</p> <p>My only concerns are the pointed out in my comments but they all include the individualization of expectations. I hope we can compromise on some of the language which supports high quality student learning as well as our teachers' ability to manage classrooms effectively and control behavior.</p>
36	Overall this is a well thought out document. Thank you for your work on this.
37	I think it's good to look at and redefine the expectations and standards of the teaching profession but I also worry that it has all been done before and this is just more piling on teachers. Teachers must be held to a high standard but they must also be given supports from the state office, districts, and society and I feel those supports have been taken away.
38	Some of the expectations are extremely difficult to nearly impossible for teachers who have exceptionally large classes. I think these are a great standard, as long as it is understood that this is the ideal, not necessarily the expectation.
39	The education should become as neutral as possible regarding modern societal norms and stay out of the business of "judgment". Telling somebody to "value" something they disagree with is forcing them to make a judgment that goes against their belief system. It is important to respect others regardless of our personal beliefs, but we shouldn't be forced to value something that we believe is wrong. Diversity in and of itself has no intrinsic value. It depends on the diversity.
40	<p>Standard 1 was very overwhelming for me as a veteran teacher, I am wondering how it would read to new teachers? The others all seemed like things one could accomplish, while I felt that standard one was almost insurmountable in its scope. Maybe I am reading too much into it? Is there a way to could be clarified?</p> <p>PS- Thank you for the work you are doing.</p>
41	Treat teachers like professionals instead of micro-managing them or bowing to the whims of extreme parent groups. Value teachers in action and not just with lip-service.
42	Keep up the great work you all do!! We are all have the same shared goal of strengthening our youth and helping them discover a meaningful path as they work towards the values in Portrait of a Graduate. Thank you for giving us a voice as you work to provide standards we can all understand and exemplify.
43	Well written! I'm worried about the interpretation when the principal wants to see all of this in a 20 minute observation. Most of these things are part of a teacher's reflection of best practices. Let's give planning time to staff and faculty so they can accomplish these things.
44	I love the simplicity of this set up. There are some questions about where teachers will get time to implement individual learning plans for each student and allow them to choose a learning path/determine their own competency. I like the idea because I think this would be most effective. But it doesn't seem to be based in the reality that currently most secondary teachers have 100-150 students and 1 hour of prep for every 5 hours of teacher. Currently that hour is spend grading/analyzing data and then preparing lessons based on that data. Most teachers then have to go home to finish this process UNPAID. That is not a reasonable expectation to add more planning and prep to that process without giving additional PAID time to teachers to accomplish this. I would like to reiterate that I love the idea and think it is most effective, but I wonder how it can be implemented unless there is an increase in funding for teacher salaries so that they can be paid for the additional time spent preparing.
45	N/A
46	I think these are a great improvement over what we have been using. Please make it a priority to create statewide Midas courses so all educators have free access to trainings that will help them improve their evidence-based practices and interpersonal skills. Any additional knowledge and training outside of content standards should be provided to educators if they are being assessed. Please don't require educators to be masters of things they never learned in college or might not receive from their local district or school. Some districts are very effective in providing opportunities to their educators, including financial compensation.
47	I like that we have gone from 10 standards to 5. There are 22 selection items instead of 23 or 24 from the last system.

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	<p>I like that I don't see the "yes" and "no" forced clicks in the end of the previous assessment. I wonder if we can continue to narrow focus on what matters most in student and teacher interactions.</p>
48	<p>We need to get bad kids out of school and into a situation more suitable to their understanding and capacity.</p>
49	<p>One of our problems with our current rubric is we mark multiple items in multiple standards. It is redundant and makes it more difficult to identify areas for feedback and support. It also opens us up for discrepancies. Where possible this proposed rubric should be evaluated for the overlap and avoid justifying the small variances. If holistically, a concept is covered under another standard, we don't need an additional element with a similar standard.</p> <p>I am super excited for these changes. This will ensure teacher and administrator focus. The focus will improve feedback and improvement.</p> <p>I highly recommend the rubric incorporate the idea that the highest ranking be obtained by a teacher who involves students.</p>
50	<p>What's most important - hold to these and leave the rest out. Districts/schools can add additional insights and requirements, but state should be focused on the most important and trimmed to the fewest necessary. Less is more.</p> <p>Thanks for allowing input and feedback.</p>
51	<p>I like how this document is condensed into a smaller one than previous. I think we can boil it down to three standards:</p> <ul style="list-style-type: none"> <li>Culture and Climate</li> <li>Planning/Preparation and Implementation</li> <li>Professional Responsibilities</li> </ul> <p>Thank you for your work on this.</p>
52	<p>These are great and overall I am supportive. However, I would like to see additional language added to ensure our most vulnerable student groups (special education and MLL) are represented directly in these. Without specific call-outs, it is easy to ignore these groups as part of a teacher evaluation. In my 15 years, I have never been asked in detail about students with disabilities and my practice focused in this area.</p>
53	<p>Make it as simple as possible and avoid any overlapping of standards and elements.</p>
54	<p>Differentiation of course materials is an essential element to teaching. I wonder it is not explicitly stated as part of our teaching standards?</p> <p>Thank you for the opportunity to provide feedback.</p>
55	<p>It would be really interesting to see something like this designed for student behavior and engagement. I understand that it would only be an ideal, but it might interest and surprise some students and parents to see expectations for students laid out on a state level.</p>
56	<p>I think these Standards are better and more embracing and empowering then the others for our profession. It's just that it's a lot of work to manage.</p>
57	<p>I think 4 descriptions for each category would be more beneficial.</p>
58	<p>My biggest concern is that if there is a shift towards greater differentiation and personalized instruction, the current state assessment measures need to be re-evaluated thoroughly. Most likely students will demonstrate their mastery of concepts in a variety of ways. Many students have proven to not demonstrate mastery with the current state assessment methods. Maybe submitting a student portfolio would be an option. Maybe there is a state wide portfolio platform that every student uses and uploads learning samples demonstrating overall mastery for learning and standards.</p>
59	<p>Thank you for allowing us to have feedback! Nice job!</p>
60	<p>I really like this teacher-friendly format and the straightforward organization. The standards include strong teaching practice laid out in language that is easy to comprehend. Thank you!</p>
61	<p>Will there be a version of this for non-teacher school employees? Admin, school counselors, school psychs, school social workers?</p>

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62	no
63	<p>These standards are amazing, inspirational, and transformational while at the same time are completely overwhelming. I'm so happy and relieved that I have a new, education related job beginning in mid July 2022 and won't be in a classroom.</p> <p>As an educator of 27 years I've wanted nothing more than to educate ALL of my students and foster skill development so that each and every one of them can be successful. I've received two BA's, a MEd in secondary education, and three endorsements. I've taught 4 different AP courses and attended many AP Summer Institutes in order to be the best educator I can be. I'm reflective. I believe that every student has individual worth and is deserving of my respect and can learn. I believe in diversity, equity, and inclusion to my very core. I believe that public education is the foundation of our democracy.</p> <p>Having said that, both of my sons have expressed an interest in a career in secondary education. After seeing the job description in these 5 standards I'm not sure I can go home today and still support their plan to begin the teacher education program together in the fall. Vygotsky's zone of proximal development theory comes to mind. If standards and expectations are too difficult to meet, students will give up.</p> <p>I feel an ethical responsibility to convey to my kids that these standards are aspirational, even transformational, but will be far more work to meet than the compensation that goes with it. Money isn't everything but your physical and mental health and happiness is.</p>
64	I don't remember anything about analyzing student data.
65	I don't think this has changed very much over the 25 years I have been teaching, so I don't know why this is needed.
66	This is great work, and as one of the few black educators in my district, and in this state, I feel the goals reflect the needs of marginalized groups and honors their experiences and modalities of learning.
67	thanks for all your work :)
68	These standards are overall a good representation of the skills teachers need to instruct and support students. I believe there is a lack of focus on utilizing student achievement data based on both schoolwide and classroom assessments to understand students needs as well as inform and adjust instruction. This seems to be a gap in the standards.
69	Great work team! You have succeeded in improving upon the previous standards, and I love how the emphasis on students and their SEL is much stronger.
70	This is great! When are teacher seeing these? Is this part of the hiring process? And we do have quality and qualified teacher shortage and making things harder and harder on teachers will not improve that.
71	Overall these are well done. I am concerned about the large amount of untrained teaching professionals in the classroom and the district's responsibility. It seems like efforts to provide funding to higher Ed in partnership with USBE to develop programs for teacher training could be beneficial. Specific training in math Ed, science Ed, and CTE as well as others where there are high teacher shortages and large groups of unlicensed teachers might be helpful. Utilize the experts in higher Ed in Utah...
72	These teacher guidelines are nice but the bigger issues are how the students are performing compared to peers in other states. Utah spends only half the national average per student and far exceeds the average student-teacher ratio. We need to support the teachers/schools and find meaningful ways to improve math/reading proficiency in our students. Probably also need to invest more in student emotional/mental health. Enforce administrators to adhere to IEP and 504 plans. Stop passing kids on to the next grade without ensuring they have met the academic standard for their current grade.
73	Thank you for the opportunity to share feedback. I hope administrators will seriously consider and embrace the idea that they do not own our children and that whatever "expertise" they claim to have, parents also collectively have as much or more expertise about what is best for the educational, mental, and social development of their children.
74	I think this is an update we, as professional educators, need to help our practice. I do hope that when comments come in that make this a political process, (especially standards on diversity and inclusion) you ignore the hype from the outcry and do what's best for students. We should be a student centered profession.

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75	I admire and respect our teachers. It is one of the most difficult careers and we owe you our gratitude for teaching our children.
76	Some of this is hard for admin's to observe and measure. I don't like that many admin's want to show growth too so they will mark down beginning of the year and then mark up. It's still very subjective.
77	Both pre-service and in-service teachers need far more hands-on training in personalized and project-based learning. Teachers need the opportunity to see and feel the difference and come to recognize how powerful personalized and project-based learning can be so that they will be willing to try it in their classrooms.
78	I really like these updates! My favorite thing is the through-line supporting social/emotional learning. It's so important and necessary!
79	There should probably be a guide for teachers whose beliefs clash with that of students or parents. I'm not talking about people who belligerently are unkind to those who believe differently from themselves or those who preach in the classroom, but for good teachers who are restricted from certain things. For example, I can easily call a student whatever pronoun they want, but for some people it's directly against their religion, and even if they're the most kind and compassionate person on earth they will probably be fired if someone complains about this. There needs to be more in the standards that addresses this type of situation because just using the word "respectful" doesn't cut it when someone is put in a situation where they respect and care for the students but can't go against what they believe.
80	Gender closets and crt are not appropriate in our schools.
81	All if these are ridiculous. Teachers are highly educated and then forced to answer to deal with kids who don't want to do anything but use their cell phones to communicate with friends during class, parents who are rude and disrespectful and blame teachers for students not performing, administrators that worry more about sports and making parents like them than supporting teachers, district officials that are so out of touch about the classroom and that just want to keep their highly paid jobs, State school boards who sway with the wind and jump from lofty ideals to lofty ideals that come from think tanks, and a legislature that is hostile to everything about teachers and the profession treating them like public enemy number one. And what can a teacher do about any of it? Nothing! They enter the profession out of love for kids and learning but that is soon killed off with the disrespect they are shown and constant never ending changes to curriculum, standards, grading systems, documenting every little action, notifying parents of every little change to their published disclosures, accommodating the ever increasing number of kids with IEPs or 504s, meeting after meeting, and then you wonder why they are tired, discouraged, and quitting?
82	Summary: We want teachers to know their subject material, stay current on education research, create an inclusive classroom where students feel safe and loved, and provide an individualized education to each child. All good stuff.
83	I taught for 38 years. My colleagues and I did these things all the time. Teachers don't need to be told how to teach. There is no way to keep track if a teacher is following these standards or not.
84	I think these are great standards. However, there are few that I could see contradicting each other and they need to be looked at. I am not sure I like how much autonomy is given to the student with the sizes of classes we have in Utah (especially larger schools in Utah county).
85	Will administrators be give guidance as how to use these standards? Will teachers be given training to fill the gaps? Will we be given resources to make the standards attainable?
86	Please remove the language that pushes teachers into uncomfortable, and at some levels, inappropriate situations. Having teachers responsible and audited for anything other than what is directly in the utah standards is wrong and should not be used in rating their abilities to perform their assignments. I am referencing the gender and sexual orientation statements in the first standard. This doesn't belong on a teachers plate! Please protect your teachers here!
87	Not certain what goal was being pursued with the rewritten standards. Some political derived changes can be inferred (both sides) but nothing substantial enough to make any lasting changes. Probably not what you want to hear but is my honest opinion after decades of periodic revision of the standards.
88	Where is the list of expectations to make great administration or effective board members? Education dollars don't make it down to the classroom, yet state officials, board members, and district members sit on their high horse and decide how to create better teachers, when the problems are starting much higher up. Meanwhile, teachers have 2 minutes to eat their cold soup because they have an insane amount of work to do. They're working far beyond their contract hours and put their whole heart and soul into the job to meet the expectations in the UETS and help their students. Only to find out that within a few years, they have nothing left to give. No wonder there is a shortage of teachers. STOP putting so much pressure on them and get out of their way so they can teach the children!

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89	Sounds like the same stuff teachers have been told for the past decade.
90	<p>I'm very disappointed that for all your discussion in how to invite a more individualistic approach, you still haven't presented a plan to prepare students for college or the real world. You have the resources and abilities to provide students with a way to graduate highschool with concentrations in disciplines, and instead they go on to college to repeat what they learn in high school (or fail because they learned badly in high school). When the students who fail the most basic math class in college the most are students who took AP math or college prep math, when AP English students are the ones who fail basic English classes the most in college, that says something about how much you're not paying attention. You have power over one of the greatest tools to teach and prepare students and you abuse it. Your students go from being far from the number one system in the world to the number one system in the world, and we have to reteach them everything your system can't do because your policies are designed to prevent offense, not nurture learning.</p> <p>Nothing you do will matter until you fix your policies, rules and directives first because it will not let individuality in teaching pedagogy thrive.</p>
91	<p>My answers are obviously sarcastic but there is a lot of truth in them. Stay out of the classroom unless you are going to do something to help teachers, not hinder them. Quit creating more flaming hoops to jump through and just let us teach. We don't come tell you how stupid you are at your job. We don't have to because we already know it and laugh about it. Policies can go away now. We're done with you. Come back when you have something relevant to say.</p>
92	<p>There are several Utah laws and educational practices that interfere with teacher efficacy and thereby impact student success. One of these is the easing of school attendance policies. Since the easing of the school attendance policies students most at risk of academic failure are attending school less often. This negatively impacts the instruction of all students since additional teacher time and resources are spent in planning for student remediation for the missed instructional days. The students and their families know in elementary school they do not need to "make up for the lost instruction time" their students will be socially promoted to the next grade level without a demonstration of academic progress.</p> <p>Another point I would like to make is that students' view of end-of-year testing is that this test does not matter because the scores do not go on their grades, do not determine their placement the next year in a grade level or as a pre-requisite for class choice. Additionally, the student scores for these tests do not provide teachers with relevant data to inform changes in their instruction. Furthermore, the testing blueprints are not specific enough to provide opportunities for backward planning and the requisite success criteria of grade level.</p> <p>Lastly, just because I can provide anything here I think we need to rethink elementary education. The standards, curriculums, and secondary schools require elementary teachers to become more specialized in order to provide foundational, conceptual understandings in mathematics, reading K-2, which is different in reading comprehension and writing 3-5, and 3-dimensional science. Not to mention the standards in technology -keyboarding, word processing, coding and media arts. A general classroom teacher does not have the capacity to exhibit the level of expertise required by the curricula and the state standards. Additionally, elementary teachers are not paid for the additional hours of preparation required to teach 7 subjects, provide multiple ways of instruction, remediate for students, and then allow a myriad of assessment measures to fit student needs. Policymakers need to look at the "requirements" and then at the reality of placing that workload on one professional whose contract time includes 30 minutes in the morning, 30 minutes during the school day, and 30 minutes at the end of the day to plan for the subjects they teach. Recognizing that this time is typically usurped by contacting parents, dealing with student issues, IEP meetings, collaborating with colleagues, cleaning their classroom, additional school duties such as drop off, pick up, school student advisory clubs, school, and district professional responsibilities. If we want the educational standards of elementary students to rise we need to allow the teachers to specialize in a content area just as they do at the secondary level. If we want students to be able to have "choice" and flexibility to learn. We need to provide them with an elementary teacher who teaches what they need. For example, an elementary math teacher will be able to teach a grade level band rather than trying to differentiate math instruction for her classroom students based on their social age. Often the differentiation includes students who do not have the prerequisite skills to even approximate the classroom learning without changing the grade level standard completely.</p> <p>Lastly, we need policymakers and government officials in the schools- all schools so they can see the impact. The quantitative data only gives a partial picture and writing new "standards" doesn't change the reality of what is happening. There needs to be qualitative data gathered by and from the people in the classrooms, the teachers, the</p>

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	students themselves, the parents. It needs to be longitudinal - not a one-year study. You will not change educational outcomes until you look both at the big picture and closely. I invite you to look. I invite you to withhold judgment. I invite you to not place the entirety of the burden upon the shoulders of teachers. We need more than new policies, standards, and testing. We have been blamed and objectified. We are worn down. We are tired. Many of us are leaving the profession and there isn't a replacement. Are you willing to do more than release new teaching standards after a few months of deliberating over several academic papers?
93	
94	I am grateful for the direction that USBE seems to be leading out and the message you're sending that our students are more than test scores!!!
95	Please help us with behavior problems please.
96	Overkill and unnecessary. I'm not in the profession but I feel so bad for our teachers. Just let them teach.
97	REDUCE our class sizes, hire more, retain more. Find the way to make that happen, so that teachers can realistically have the time to make sure that each student is on their way to success.
98	Do not model Utah's education after California's....they have failed our children
99	I love the ideas in this. I think that they are reasonable, and it sounds like they come from educators and community members alike. I am curious as to how they will be enforced, and if teachers will have to do more work to prove that they are meeting each of these standards. Most good educators are already doing these things.
100	I think it is important to recognize that educators have a lot on their plates and they generally do not get paid enough. Extra responsibilities and expectations should come with better pay and benefits. We don't want these new policies to cause another wave of walkouts from amazing teachers because they were asked for too much too quickly and not given enough in return. The cups of educators are constantly being drained and not much is being put back in. Please give them more reasons to want to be in our schools.
101	This is great, but I do worry about the mental state of the teachers and how they express themselves to the students when someone is not part of the norm
102	Don't try and indoctrinate our children with extreme leftist ideology.
103	The teachers, generally, are doing a great job. Some things that would really make a difference in education are 1. Smaller class sizes in many subjects - more teachers. 2. Integrate the arts into all or most subjects, or generally integrating more subjects together. More cross-curricular collaboration is needed. 3. Fund schools equitably.
104	Mental health of students and teachers needs to be addressed. There should be mental health professionals to work with teachers on integrating mental skills into classrooms through all grades and subjects. There should be mental health professionals available in each school to counsel with students as needed. Maybe each student should have a yearly mental health screening.
105	You have a tough job writing these standards. The concern I have is how you will measure standard achievement. Right now, there are too many kids and parents who have no interest in learning. No one can make you learn if you refuse. Are teachers going to be penalized when they can't get kids to do homework? If too many fail, will they lose their job? Many schools have lowered their passing requirements to help raise graduation rates. I find this very upsetting. I became a teacher to help kids learn and prepare them for adulthood, not just graduate.  Thank you for all your work!
106	I would have loved to see these standards elsewhere in a more accessible format so that a diverse group of people could take take the survey, not just those who could read the images. It seems that the standards try to weave CBE into them. I think a rubric can allow for CBE based standards, but keep them separate as well. For example, the Quality Matters Rubric for Online courses has separate notes for CBE courses. Incorporating this approach would allow the CBE courses taught throughout Utah to be included in this rubric, but not mandate that all teachers begin teaching like CBE teachers.
107	I know this is a ton of work, thank you for taking it on.
108	Great job on this! I am grateful for the efforts of all involved in this project.

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109	These are all very good and the ideal. Would have liked information on how teachers are monitored and pathways to develop necessary skills. I believe homework should be addressed somewhere. What is reasonable, the expectations that teachers actually review it and provide feedback to students and their parents on homework, such as "getting it right," "needs improvement," or ideas on how to help parents help their student children progress.
110	Not all teaching situations are created equal. Just as you expect us to make accommodations for students, you need to make accommodations for teachers' ability to accomplish the ideal. Even as students need basic needs met before they can learn, teachers need to feel safe, supported, and valued to be able to rise to these highly effective standards.
111	Let the teachers teach. Stop trying to micromanage them. Provide enough funding to reduce class sizes.
112	Please find ways to support our teachers to be the best they can be. Please find ways to encourage more to be better and please find ways to celebrate those educators that work hard and care enough to go the extra mile and not treat them the same way of those teachers who don't care at all and are simply going through the motions.
113	Be clear and concise. Adding words just for the sake of adding them provide no clarity to a teacher. Adding diversity and gender to any of this is very unhelpful There are already laws prohibiting prejudice, there is no need for a school to address it other than stating, a teacher will abide by all federal, state, county and city laws.
114	I really like that there are just 5 areas and that each bullet point is very clear and easy to interpret. This seems like a great outline for a good teacher. I really like that it aligns with everything I think a good teacher should be! I appreciate the work that went into this.
115	Keep on doing what you are doing to help our kids. We support teachers!
116	These standards are only as effective as the support that our educators have from the education system.
117	Has there been input by all stakeholders? Many of the elements sound like rhetoric, language designed to impress, but which is often regarded as lacking content. A majority of what was written in the first four standards are not measurable goals or objectives. That is unacceptable in education as it should be with these standards.
118	Simplification starts with clarity. These are all great but if we are trying to teach a sprawling curriculum that covers too much needless information, these become very hard to implement. Simplify the curriculum and you will make more progress.
119	This feels like there is unrealistic expectations of teachers in the sense that is seems very "black and white". There is no room for consideration of the effort of the teacher in the attempt of success.
120	Good grief...layer upon layer on the backs of our educators for a meager wage. I wouldn't encourage my children or any young person to pursue teaching.
121	Teachers are so appreciated by parents and others in the community. They are doing an incredible job. It seems with these revised standards that are spending time jumping through hoops to keep up with what's required of them. This takes away their time to prepare and effectively teach our children. Please don't make more work for them, please don't add more requirements to their plate when they are unnecessary and just make things more difficult for the teachers, students and families. Thanks for all you do!
122	None.
123	I am fine with Standards Based Grading and PBL, but I would like to see more comprehensive training for teachers as to how to implement them, what the classroom should look like, and even ideas for the classroom.
124	These all look amazing! I just had a few suggestions for simplifying them even further. We tell teachers to keep classroom rules down to 3-5 memorable phrases so students can remember them. Our world is also moving at a faster pace and the new teachers we are getting are used to moving quickly. I think the more we can simplify and be specific in the phrasing of our Standards and their Elements, the more teachers will remember them and feel like they have the time and means to implement them.
125	I really liked these new standards and sub-elements. I feel that it is more simple than the current model and yet it better captures effective teaching. I gave some recommendations for revising the phrasing (and a few grammar corrections) in my earlier "I wonder" comments.
126	I like that these have included technology awareness and integration. Also, they have also included all of the awareness of diversity and the ability of students to move at their pace if needed in their education pathway.

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127	Overall, I think a lot of these standards are a little too vague. There seems to be the expectation that students will help guide and direct their learning and their assessments. However, what precisely that looks like and strategies to achieve that need to be communicated.
128	Standards should be slightly different for early childhood grades, elementary grades, middle school and high school. The younger grades are teaching how to use technology. Effective instruction does not happen when you spend 30 minutes getting everyone onto technology. At this point in the year (March) it is faster. Where is the differentiation for teachers that you want us to give to our students?
129	It would be nice to see less regurgitation and more independent or locally representative thought in these standards.
130	After working under the 10 essential standards for many years, this downsize of standards still really addresses the basics of instruction and professionalism for educators.
131	Utah teachers do an amazing job and should be held up in the highest regard. Any attempt to "script" or oversee their every move should be avoided, they cannot function in that environment.
132	The first set of elements are the hardest to prove and show, the elements about learning environment could be reduced to 2: safe and effective. Overall they seem appropriate and clear
133	The word "dispositions" is really the biggest issue I had with most of these elements at the moment. It seems teachers have more and more expectations put on them and now these standards seem to indicate that we have to be happy and chipper all the time. That's impossible. We are human beings who have lives outside of our jobs that impact how we feel on a daily basis. Do not punish teachers for having a "disposition" that is just indicative of them being human beings with emotions and feelings. Thank you.
134	These standards seem really great, very rigorous, but great things for teachers to keep in mind and to aspire too.
135	Please stop wasting time, tax payer dollars, and the public's patience. Get out of the committee meetings, get into a classroom, and teach. You could also direct traffic, sell insurance/Amway, or write a novel worth reading. (just drop all of the jargon and use plain English if you write a novel please.)
136	Please do not be deceived by the clever narrative encouraging diversity, inclusion, and equity. This is a devious way for activists to confuse people about their true identity, destroy or prevent families, and change our society so that we don't have freedom and make it into a place where evil can prevail.
137	Please don't be manipulated by the minority on what the majority believe.
138	Yes-rather than create this overwhelmingly detailed list of irrational expectations for teachers, a single page of critical elements would suffice. Then, please focus on finding ways to pay teachers a living wage that would encourage them to stay in the profession and thrive.
139	This survey was clearly designed for no dissent from the public while adding to teacher work load and not providing additional resources. In a word, it's bullshit.
140	While we want to push the rigor, please consider the current weight placed upon teachers. Our new iteration of standards should refine practice, not create a bigger burden.
141	What types of professional development around these standards are required by each LEA? If a teacher is required to be evaluated by these standards, it makes sense that LEAs would be required to implement specific development opportunities for elements with lower ratings. If we are individualizing instruction for students, we need to assure we are doing it for educators.
142	I wish these standards could be written so that a parent could understand what our teachers are required to accomplish. The language is cumbersome and was written by an academic or lawyer.
143	These standards are unnecessary & agenda driven. They are condescending to teachers who have paid the price to learn how to teach children in effective ways without the state micromanaging their classrooms with more standardization.
144	Thank you for giving educators the chance to offer feedback.
145	Thank you for all of the work being put into this. I feel like these standards are clear and easy to understand. I'm excited to see them being implemented!
146	I would like to rate teachers on these individual standards, but I feel like ObserverTab minimizes it, which is nice for me as an administrator, but frustrating for a teacher, when they are lumped together.

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147	I really like the focus on clarity and continuity of standards throughout this document. I also like that perseverance and professional conduct is included. I am worried that the work to align curriculum and teachers to the core standards is at the expense of teaching our students vital "soft skills" they need to function as community members and they skills they need to be effective employees.
148	Interesting that you removed negative thoughts and changed to "I wonder". Makes it seem you are trying to get biased responses.
149	I appreciate our teachers and feel like more should be done for them. I trust them to teach what needs to be taught not just what is popular.
150	Keep gender identity and sexual orientation OUT OF UTAH SCHOOLS!!! If you're all about demanding equality then by God, you better uphold that. Stop dividing students by gender identity, sexual orientation and race. Take all these questions out of the classroom and off forms. Keep sexualized material out of libraries and put cameras in the classroom for administrators to view if parents have an issue. A good child who complains is one we should listen to, but administrators who only "sit" in the teachers class do not get a realistic view of day to day treatment of children. Police officers have body cams, why should there not be cameras in the classroom. I don't need to see it, but if I have an issue with a teacher, I should be able to request footage so that the teacher is held responsible for their actions the same way my child is held responsible for theirs.
151	Just stop!!!!!!
152	Parents need to be aware and allowed to view content and teaching methods being taught to their children.
153	This language is clearly trying to involve teachers more into students life than is appropriate. Education of facts is not complicated. If a child is falling behind due to external home life factors the school can offer after school programs where licensed therapists, psychologist, and other specialist can assist. It is widely unfair to ask teachers to take opinions on race, sexual orientation, gender, economic inequalities, conflict resolution etc. We need to stop hijacking our children's political and emotional futures by infiltrating them through teachers. It is not only unfair to our children it is unfair to the teachers who are perpetually in the middle.
154	Parents should teach values, teachers should teach correct and verifiably true curriculum.
155	Teachers need to be focused on teaching actual curriculum not feelings of students who are confused and need serious psychiatric help. That is what therapist and psychotherapists are for. Teachers aren't paid enough to deal with this kind of circus and the board is a joke to think that they should have to. Keep wokeness out of the classroom and stick to actual curriculum that matters.
156	I am a die hard teacher advocate. Lighten up in all the social pressure. Teachers are over-trained. Over-expert in their subjects for the most part. Stop distracting teacher from their main job of getting as much depth in their subjects as possible and STOP the social directives. Let parents be responsible fir those and make use of counselors. Teachers do not need to be psychologists. They are smart and will care automatically care snd listen, but teaching facts about their SUBJECT is their main goal. It needs to remain their main goal.
157	USBE needs to be more concerned about reading, writing, math and science and stop including sexualized content in schools!
158	Stop giving ambiguous feel good standards to teachers that are unreasonable and impossible to measure.
159	This is nonsense. All of it. You are trying to make the teacher responsible for not just the education but for the wellbeing and mental stability of each child. That is not their job. Of course teachers shouldn't be jerks. And they aren't. They don't need some micro managing wellness list to be good people and good teachers. This is nonsense.
160	I like the overall suggested changes to the Utah Effective Teaching Standards.
161	Teaching should be an incredibly collaborative endeavor. Without collaboration elements, these standards reinforce the expectation of isolated individual practice, which then leads to professional burnout and personnel turnover.
162	No reference to collecting and analyzing data in order to customize instruction to student needs and success???
163	There should be some autonomy for the different school districts to choose how their teachers are evaluated within broad guidelines from the state. This will allow the districts to adequately evaluate their teachers based on the resources they use.

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164	Teachers need environments (smaller class sizes) and resources (preparation time within contract hours) to make these standards attainable.
165	I am very worried that these are not evidence informed and will make teachers lives miserable and cause further burnout and teacher turnover. These are unrealistic and not sustainable ideals.
166	What a great job this committee has done. I would love to see the final competencies when they are approved.
167	I like the 5 standards model. Standards 2 and 3 need to be teased apart a bit. Perhaps Standard 2 is clearly about planning and design and Standard 3 is about the regular, systematic use of specific instructional practices. It seems that is the underlying intent; just needs to be emphasized a bit more.
168	I feel like you need to send this out to all the teachers that are registered on CACTUS. Teachers need to be aware of all that the State representatives are doing to change our jobs, choices, abilities and resources.
169	It would be extremely helpful if we had a list of possible items of evidence for each element so we know what we can use to assess a teacher's adherence to each element.
170	I love the framework ideals, I just feel that putting it into practice may be difficult in some of our rural districts. The teachers are resistant to change, and see no need to change.
171	I'm so excited to see these come to fruition! And, relieved to see that they are clear, concise, and aligned directly to Utah's Portrait of a Graduate. Great work.
172	Empower teachers and thier emediate administrators. Get rid of state and national standards and all the wasted time and energy we spend trying to track and measure them. Simplify the system for both educators and students. Good things will happen. Remember, prepared instruction is good instruction!
173	A lot of this feels great! I like the additions to social-emotional development of teachers. I wonder how teachers will be rated on this scale though? What does effective vs. highly effective look like? Will the same verbiage be used, and if so, how will each one be defined? Will highly effective still feel unreachable and continue sending the message that you only want to be "good enough," but you really can't be amazing in hardly anything, no matter how hard you work?
174	Well done! The language and organization used to provide such a comprehensive list of expectations was explicit yet pleasantly succinct.
175	Drop the woke nonsense. Teach respect and responsibility and our kids will be much better off.
176	It's kind of shocking to see what some of the expectations put on teachers are. They are expected to do ALL THESE at the same time, and I'm sure more, while teaching to so many different needs and abilities, and dealing with behaviors. I have never seen any other profession have this type of job description and something they have to prove they are doing, on top of actually DOING there job!  Maybe instead of redoing all of this, you could find a way to make life better for teachers so they are valued, compensated, and stay! I'm tired of hearing about the massive shortages in teachers and substitutes.  Try fixing that problem, not making things even harder for teachers. Just an idea.
177	The positive language used in the PCBL framework is lacking in the standards especially in how it outlines the contributions of educators, students and families.  Perhaps using the term "educator" would advance a more contemporary sense of these standards as embracing what is currently seen in the research regarding the partnering of teachers and students through relationships based on trust and mutual understanding have the learning process have the greatest potential to accelerate growth and achievement.
178	Thanks for reviewing these!
179	These are awesome standards. Thank you!
180	These standards are succinct, easy to understand and successfully encompass what I feel effective teaching is. Thank you for your work!

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181	I really tried to give good and complete feedback. I hope it helps. Thanks for all you do at the state level.
182	Thank you for aligning the expectations for teachers to PCBL and PoG. Happy to see it.
183	NA
184	When this gets completed, please complete the rubric for us to use in our programs and in our schools to put into practice.
185	Thank you for seeking feedback from teachers. I value being valued! Teaching feels like an uphill battle these days, and we need all the support we can get!
186	Take a deep, in-depth look at the standardized testing you are requiring. Third grade has to do Reading/Math Acadience, LETTRS, RISE, etc. When are you expecting these teachers to teach? Will they have time to cover the entire Core Curriculum? Maybe set up a practice classroom for all the state school board and have them do the RISE tests for sixth grade. See how proficient they are. Might be eye-opening for ALL of you.
187	I want a review of the 6th grade social studies standards.
188	I really like these effective teaching standards. I like how they involve students in their own learning. However, do they reflect a consideration that classrooms in Utah are overcrowded? I love how the standards represent a more current view of pedagogy. However, does Utah provide its students with the technology to achieve the goals stated within this document? Thank you for putting together such outstanding goals to reach toward. Please remember that your teachers are overtaxed and that these ideals will be just that-- ideals to reach for each and every day. Please provide the resources and training to implement these standards. Thanks!
189	I heard about this from someone who wants to make sure that everyone has a chance to read and review them. You should have sent out an email to EVERY EDUCATOR in the state. I reached out to all of my teacher friends to make sure they know what is going on and they had no clue. Many administrators on ALL LEVELS did not know it is happening. I know from experience that when these are to this point, there is not going to be any changes. This is simply lip service that is not truly listened to by anyone. So maybe the change needs to start there.
190	Less is more. Lots of unnecessary words.
191	Thank you for the hard work that these standards clearly represent.
192	These seem thoughtful, well designed, and mindful of the best interests of the entire state of Utah. I hope USBE might also hold UT policy makers to this same level of accountability.
193	I don't understand how this is a measurable, high quality tool of effective teaching.
194	I wish these were more teaching-focused instead of how students feel focused.
195	I would love to see a more personalized approach to teacher training and professional development across the state. I think the way most schools implement it (a whole-staff approach) enables the struggling teachers and causes burnout for the dedicated ones. The best teachers I know are constantly worried they are not doing enough, and the under-performing teachers are almost never worried. ;) How can we encourage reasonable growth for ALL teachers, while providing more accountability for those who struggle?
196	All the comments in each sections could actually be in one single section here as a summary of the questions I have been asking myself while I was reading the standards. There could be some changes in repetition and clarity, but they are really well written and you can see that there is a lot of hard work and thinking behind them. But, we have to transform the teachers mindset in order to achieve these goals and...has anybody asked the student about these standards? We keep writing all these legal documents without asking them!
197	I like the overall focus of the standards. I am concerned that districts might be required to evaluate teachers on each indicator, which I believe would become onerous. I would prefer that teacher evaluation be based on student learning outcomes (identified by the district and their staff), parent perceptions of classroom climate, student perceptions of classroom climate, and each teacher's professional growth plan. When needs are identified, the effective teaching standards would be used to assess what standards should be addressed in order to promote improvement in the areas of need (but not require that every teacher be assessed on each indicator as part of their regular evaluation)..
198	I think it would be really powerful to have examples (or at least links to examples or professional learning) so that teachers can improve in each of the elements - especially elements in which they currently struggle or don't know

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	<p>enough about to become effective. I think you are on the right track and I appreciate the opportunity to read through this! Thank you!</p>
199	<p>Please forgive typos. I'm using my phone and the formatting wasn't great. Thank you for doing what is best for our students!</p>
200	<p>I am pleasantly surprised with how much less is contained in standards. I think that is a GREAT thing. Teachers can really focus on the things that matter most. Principals can look more in depth as they observe and drop in. In both aspects teachers have a better opportunity to make goals and grow.</p> <p>On the other end of the coin, if we are going to expect teachers to adhere and focus on these standards, practices (like assessment) need to be adjusted at the state level.</p>
201	<p>I want to teach my content and not a political agenda. I am very concerned about being required to teach social and emotional learning. I DO NOT want to teach any aspect of this. It reminds me too much of socialist and communist ideologies. I want to teach the 3 R's. I am a professional educator. I am not a psychologist and I am not in my classroom to monitor anything but student success and student achievement in the area I have been hired to teach and nothing else. If we can please return to teaching here, I know I would feel a lot better about the future of my chosen profession.</p>
202	<p>Great job. I am so thankful that the USBE is working hard at unfolding learning/teaching in the 21st century. One by one, these elements provide a great canvas for excellence. And thank you for giving the opportunity to the public to comment.</p>
203	<p>THANK YOU for your hard work on creating/editing/updating the Utah Effective Teaching Standards. I think these are appropriately modernized, consistent with the educational literature, and capture the essence of effective instruction from a holistic perspective.</p>
204	<p>I wonder how soon this will be implemented as these standards should be reinforced and repeated as soon as possible!</p>
205	<p>These five standards and the elements that accompany them are far more reasonable than the previous version of the Utah Effective Teaching Standards. Thank you for working to simplify and clarify expectations for teachers!</p>
206	<p>While some educators and schools are centered around competency-based learning, will this force all into this view. Simplify and keep universally usable for many different learning models in our schools in place of one type.</p>

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