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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: April 4, 2014

DISCUSSION/

ACTION: World Languages Core Standards Revision

Background: In early January, a draft of the new proposed World Language K-12 Core Standards was presented to the Board of Education's Standards and Assessment Committee, which recommended it be distributed for public comment before consideration for adoption. These new standards are a result of work done by a committee supervised by Gregg Roberts, the Utah State Office of Education's World Language Specialist. The proposed new Core Standards have been reviewed by several stakeholders. Public comment was originally scheduled to end by April 1, 2014, however few comments have been received. If the public comment period is extended beyond April 1, the new standards will not be ready for adoption before the provisions of HB 342 become law. In that case, the adoption of new World Language Core Standards will be delayed by at least one year.

Key Points:

HB 342 *Powers and Duties of the State Board of Education* requires the Board to convene a parent review committee for new core standards at least one year before adoption by the Board. This law takes effect on May 13, 2014. The new, proficiency-based World Language Core Standards were requested by multiple school districts, charter schools, teachers, parents, business leaders, universities and legislators. If the Board directs staff to close public comment they will be ready for adoption by the May 9, 2014 Board meeting. If not, adoption and implementation of new standards will be delayed until the 2015-2016 school year.

Anticipated Action: The Standards and Assessment Committee will discuss the timeline associated with the World Language Core Standards adoption and give direction to staff.

Contact: Sydnee Dickson, 801-538-7739

Timeline of World Language K-12 Proficiency Based Standards

Utah State Office of Education

March 25, 2014

September 2012 - January 2013: Multiple requests from LEAs, legislators, teachers, parents, business leaders and universities to move World Language Standards to K-12 Proficiency Based model.

March 2013: Approval from Deputy Superintendent Brenda Hales to form a statewide committee of stakeholders and revise the 2009 World Language Standards.

March 2013: USOE World Language Specialist Gregg Roberts formed a committee of LEA teachers and leaders, university foreign language professors, and parents to start working on a draft of WL K-12 Proficiency Based Standards. (Committee members are listed at the end of the draft standards).

April 2013: Committee reviewed the new 2012 ACTFL Proficiency Guidelines and "Can do Statements", and determined to incorporate these into the new Utah World Language K-12 Proficiency Based Standards. In addition, recent revised World Language Standards in Kentucky and South Carolina were examined as resources in writing Utah standards.

May 2013: Small writing team began working on new draft and determined the format for the proficiency based model. The committee set a goal to complete the new draft for vetting by the world language education community by September 2013.

September 2013: Draft of new Utah World Language K-12 Proficiency Based Standards sent to all K-12 world language and dual language immersion teachers using the Utah Foreign Language Association list serve and newsletter. In addition, the draft was sent to all Utah university foreign language department chairs.

October 2013: Review of feedback by world language experts resulted in changes to initial draft. New draft version was vetted again and approved by the Utah K-16 World Languages Coordinators Committee on October 24, 2013 at a special meeting at the State Capitol.

November 2013: Draft of new World Language K-12 Proficiency Based Standards given to Associate Superintendent Brenda Hales for leadership review prior to Board presentation.

January 2014: Draft presented to State School Board Standards and Assessment Committee. Committee made recommendations to gather additional public comment beyond the world language education community before fully adopting and publishing new standards.

<http://www.schools.utah.gov/CURR/worldlang/Home/ProposedUTAHWORLDLANGUAGECORE.aspx>

January 2014: Draft of new World Language K-12 Proficiency Based Standards posted to the USOE WL webpage. Draft of new Utah World Language K-12 Proficiency Based Standards sent to all K-12 world language and dual language immersion teachers for a second time using the Utah Foreign Language Association newsletter with a request to disseminate to parents in their respective communities.

January - February 2014: Draft standards presented at parent meetings as part of overall presentation on Dual Language Immersion programs and the importance of second and third language attainment. Parents were directed to website to give feedback as well as providing a face to face opportunity for feedback.

- Moroni Elementary School, Moroni, UT: January 14, 2014 (about 50 in attendance)
- Mountain Crest High School, Hyrum, UT: January 15, 2014 (about 150 in attendance)
- Sky View High School, Smithfield, UT: January 16, 2014 (about 100 in attendance)
- Stansbury High School, Stansbury, UT: February 6, 2014 (about 200 in attendance)
- Summit Academy, Draper, UT: March 4 & 10, 2014 (about 50 in attendance)
- Grantsville Elementary, Grantsville, UT: March 12, 2014 (about 30 in attendance)

Talking points of new proposed WL Core in the presentation:

- K-12
- Proficiency based
- ACTFL Scale, which is a real life scale
- Can do statements

Parents were very pleased with the new proposed K-12 WL Core. There were no negative comments, and no opposition. However, there were some questions about the ACTFL proficiency scale, and it was explained that it was:

- used by all Utah universities and colleges
- used by employers including the military
- used by the Church of Jesus Christ of Latter Day Saints for missionaries' language proficiency
- used by all 50 states and is not a federal government scale (Federal government uses the ILR scale)
- used in multiple formative and summative assessment tools already developed and available

February 2014: Draft sent out to state curriculum directors' list serve by Sydnee Dickson requesting comment. In addition, draft sent out by the USOE to the general community in news release by Mark Peterson and posted to USOE media site.

February – March 2014: A total of five comments have been received by Gregg Roberts, and they were:

- 1) Parent:
 - a) Question: Standards are too long to read, is there a version with just the changes to the existing version?
 - b) USOE Response:
- 2) Teacher:
 - a) Question: Would it be possible to use a different diagram for the proficiency scale?
 - b) USOE Response: This is the standard diagram used by ACTFL
- 3) Parent:
 - a) Question: Are there still multiple entry points for students?

b) USOE Response: Yes, the Standards are now K-12 and there are multiple entry points for both dual language immersion students and traditional secondary students

4) Teacher:

a) Question: Will the USOE be paying for summative testing of all world language students?

b) USOE Response: No

5) Teacher:

a) Comment: I found the draft WL core on this anti-common core website:

<http://utahmomscare.blogspot.com/2014/03/utah-is-adopting-new-core-standards.html>

b) USOE Response: No comment

**POWERS AND DUTIES OF THE STATE BOARD OF
EDUCATION**

2014 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Dana L. Layton

Senate Sponsor: Deidre M. Henderson

LONG TITLE

General Description:

This bill modifies the powers and duties of the State Board of Education related to the development and adoption of core curriculum standards.

Highlighted Provisions:

This bill:

▸ requires the State Board of Education to establish:

• a time line for the review of core curriculum standards in certain curriculum areas by a standards review committee; and

• a standards review committee to review, and recommend revisions to, core curriculum standards;

▸ specifies the membership of a standards review committee; and

▸ directs the State Board of Education to take into consideration the comments and recommendations of a standards review committee in adopting core curriculum standards.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:

53A-1-402.6, as last amended by Laws of Utah 2012, Chapter 106

30 ENACTS:

31 **53A-1-402.8**, Utah Code Annotated 1953

32

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

34 Section 1. Section **53A-1-402.6** is amended to read:

35 **53A-1-402.6. Core curriculum standards.**

36 (1) In establishing minimum standards related to curriculum and instruction
37 requirements under Section **53A-1-402**, the State Board of Education shall, in consultation
38 with local school boards, school superintendents, teachers, employers, and parents implement
39 core curriculum standards which will enable students to, among other objectives:

40 (a) communicate effectively, both verbally and through written communication;

41 (b) apply mathematics; and

42 (c) access, analyze, and apply information.

43 (2) The board shall:

44 (a) identify the basic knowledge, skills, and competencies each student is expected to
45 acquire or master as the student advances through the public education system; and

46 (b) align the core curriculum standards and tests administered under the Utah
47 Performance Assessment System for Students (U-PASS) with each other.

48 (3) The basic knowledge, skills, and competencies identified pursuant to Subsection
49 (2)(a) shall increase in depth and complexity from year to year and focus on consistent and
50 continual progress within and between grade levels and courses in the core academic areas of:

51 (a) English, including explicit phonics, spelling, grammar, reading, writing,
52 vocabulary, speech, and listening; and

53 (b) mathematics, including basic computational skills.

54 (4) Before adopting core curriculum standards, the State Board of Education shall:

55 (a) publicize draft core curriculum standards on the State Board of Education's website
56 and the Utah Public Notice website created under Section [63F-1-701](#);

57 (b) invite public comment on the draft core curriculum standards for a period of not

58 less than 90 days; and

59 (c) conduct three public hearings that are held in different regions of the state on the
60 draft core curriculum standards.

61 ~~[(4)]~~ (5) Local school boards shall design their school programs, that are supported by
62 generally accepted scientific standards of evidence, to focus on the core curriculum standards
63 with the expectation that each program will enhance or help achieve mastery of the core
64 curriculum standards.

65 ~~[(5)]~~ (6) Except as provided in Section 53A-13-101, each school may select
66 instructional materials and methods of teaching, that are supported by generally accepted
67 scientific standards of evidence, that it considers most appropriate to meet core curriculum
68 standards.

69 ~~[(6)]~~ (7) The state may exit any agreement, contract, memorandum of understanding, or
70 consortium that cedes control of Utah's core curriculum standards to any other entity, including
71 a federal agency or consortium, for any reason, including:

- 72 (a) the cost of developing or implementing core curriculum standards;
73 (b) the proposed core curriculum standards are inconsistent with community values; or
74 (c) the agreement, contract, memorandum of understanding, or consortium:
75 (i) was entered into in violation of Part 9, Implementing Federal Programs Act, or Title
76 63J, Chapter 5, Federal Funds Procedures Act;
77 (ii) conflicts with Utah law;
78 (iii) requires Utah student data to be included in a national or multi-state database;
79 (iv) requires records of teacher performance to be included in a national or multi-state
80 database; or
81 (v) imposes curriculum, assessment, or data tracking requirements on home school or
82 private school students.

83 ~~[(7)]~~ (8) The State Board of Education shall annually report to the Education Interim
84 Committee on the development and implementation of core curriculum standards, including
85 the time line established for the review of core curriculum standards by a standards review

86 committee and the recommendations of a standards review committee established under
87 Section 53A-1-402.8.

88 Section 2. Section 53A-1-402.8 is enacted to read:

89 **53A-1-402.8. Standards review committee.**

90 (1) As used in this section, "board" means the State Board of Education.

91 (2) Subject to Subsection (5), the State Board of Education shall establish:

92 (a) a time line for the review by a standards review committee of core curriculum
93 standards for:

94 (i) English language arts;

95 (ii) mathematics;

96 (iii) science;

97 (iv) social studies;

98 (v) fine arts;

99 (vi) physical education and health; and

100 (vii) early childhood education; and

101 (b) a separate standards review committee for each subject area specified in Subsection
102 (2)(a) to review, and recommend to the board revisions to, core curriculum standards.

103 (3) At least one year before the board takes formal action to adopt new core curriculum
104 standards, the board shall establish a standards review committee as required by Subsection
105 (2)(b).

106 (4) A standards review committee shall meet at least twice during the time period
107 described in Subsection (3).

108 (5) In establishing a time line for the review of core curriculum standards by a
109 standards review committee, the board shall give priority to establishing a standards review
110 committee to review, and recommend revisions to, the core curriculum standards for
111 mathematics.

112 (6) The membership of a standards review committee consists of:

113 (a) seven individuals, with expertise in the subject being reviewed, appointed by the

114 board chair, including teachers, business representatives, faculty of higher education
115 institutions in Utah, and others as determined by the board chair;

116 (b) five parents or guardians of public education students appointed by the speaker of
117 the House of Representatives; and

118 (c) five parents or guardians of public education students appointed by the president of
119 the Senate.

120 (7) The board shall provide staff support to the standards review committee.

121 (8) A member of the standards review committee may not receive compensation or
122 benefits for the member's service on the committee.

123 (9) Among the criteria a standards review committee shall consider when reviewing
124 core curriculum standards is giving students an adequate foundation to successfully pursue
125 college, technical education, a career, or other life pursuits.

126 (10) A standards review committee shall submit, to the board, comments and
127 recommendations for revision of core curriculum standards.

128 (11) The board shall take into consideration the comments and recommendations of a
129 standards review committee in adopting core curriculum standards.

130 (12) (a) Nothing in this section prohibits the board from amending or adding individual
131 core curriculum standards as the need arises in the board's ongoing responsibilities.

132 (b) If the board makes changes as described in Subsection (12)(a), the board shall
133 include the changes in the annual report the board submits to the Education Interim Committee
134 under Section 53A-1-402.6.