

March 2024

**2023**

Utah State Board of Education

# **STRATEGIC PLAN**

Implementation Update



**Utah State Board of Education**



## PURPOSE

This report is being submitted to the Utah Legislature in accordance with U.C.A. Section 53E-2-202. It is a companion update to the Utah State Board of Education Strategic Plan 2020 Implementation Update. For background on the goals and the strategies, including the “*why*” behind each goal and a theory of change for each strategy, please refer to the 2020 Implementation Update.

# BOARD MEMBERS

The Utah State Board of Education (USBE) is a constitutionally established, elected, non-partisan body that exercises “general control and supervision” over the public education system in Utah, including establishing the state educational core standards, state educator licensing policies, and state high school graduation requirements. Its 15 members are elected from geographic areas in Utah to four-year terms. The State Board appoints the State Superintendent, who is the executive officer of the Board.

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*Vice Chair*



**JENNIE  
EARL**

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*Vice Chair*



**MOLLY  
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*District 7:  
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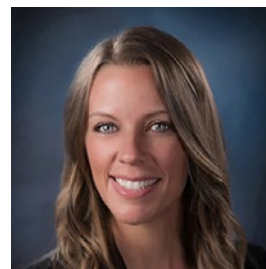
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# STRATEGIC PLAN

Our Strategic Plan provides a shared vision for the future of Utah's education system. It identifies a vision for Utah students upon completion through a vision statement and also orients USBE's efforts internally as we focus on our mission of creating the conditions for student success. The Board adopted a new vision and mission statement in December 2023. For additional details regarding the [Board's strategic plan](#).

## OUR VISION

**Academic and organizational excellence in Utah education.**

Utah graduates are prepared to:

- Participate in civic responsibilities
- Uphold and strengthen our constitutional republic
- Provide for themselves and their families
- Engage in post-secondary opportunities
- Pursue personal goals
- Embody strong moral and social values

## MISSION

**To open doors of opportunity for all Utah children.**

The Utah State Board of Education:

- Sets academic standards
- Protects information systems
- Manages public education funds
- Directs transparent operations
- Develops policy for education
- Advocates for Utah students
- Provides support and oversight of schools

# EDUCATION ELEVATED PROGRESS

To assess progress of the system toward our vision, we track several indicators at the system level. In 2017, the Board established ambitious five-year targets for each of these indicators. These targets were set by determining the amount of progress necessary to get one-third of the way to 100% by 2022. A summary of progress toward achieving these targets is below. Pandemic related disruptions have influenced student achievement in Utah. Disruptions include impacting the number and background of students participating in assessments, which can impact rates.

	Baseline 2016	Current 2023	Change Since Baseline	2022 Target
<b>Third-Grade Literacy</b>				
All Students	48.3%	47.3%	-1.0%	65.5%
Economically Disadvantaged	33.0%	29.9%	-3.1%	55.1%
Students Learning English	21.0%	18.6%	-2.4%	47.1%
Students with Disabilities	22.3%	24.0%	<b>+1.7%</b>	47.9%
<b>English Language Arts Proficiency</b>				
All Students	46.1%	45.7%	-0.4%	64.1%
Economically Disadvantaged	30.6%	28.6%	-2.0%	53.5%
Students Learning English	12.5%	17.3%	<b>+4.8%</b>	41.4%
Students with Disabilities	13.9%	17.5%	<b>+3.6%</b>	42.3%
<b>Math Proficiency</b>				
All Students	49.7%	45.1%	-4.6%	66.5%
Economically Disadvantaged	34.0%	27.1%	-6.9%	55.8%
Students Learning English	16.6%	17.2%	<b>+0.6%</b>	44.1%
Students with Disabilities	18.9%	19.1%	<b>+0.2%</b>	45.7%
<b>Science Proficiency</b>				
All Students	50.7%	50.5%	-0.2%	67.1%
Economically Disadvantaged	34.3%	33.1%	-1.2%	56.0%
Economically Disadvantaged	10.2%	21.0%	<b>+10.8%</b>	39.8%
Students with Disabilities	19.1%	21.7%	<b>+2.6%</b>	45.8%

# EDUCATION ELEVATED PROGRESS

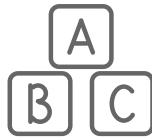
	Baseline 2016	Current 2023	Change Since Baseline	2022 Target
<b>Graduation</b>				
All Students	84.6%	88.3%	<b>+3.7%</b>	90.1%
Economically Disadvantaged	74.8%	78.3%	<b>+3.5%</b>	83.1%
Students Learning English	64.8%	77.0%	<b>+12.2%</b>	76.4%
Students with Disabilities	68.9%	74.5%	<b>+5.6%</b>	79.2%
<b>Readiness Coursework*</b>				
All Students	79.0%	82.1%	<b>+3.1%</b>	86.0%
Economically Disadvantaged	71.9%	71.4%	-0.5%	81.2%
Students Learning English	58.3%	59.9%	<b>+1.6%</b>	72.1%
Students with Disabilities	63.2%	53.8%	-9.4%	75.3%
<b>ACT Score of 18 or Higher</b>				
All Students	65.0%	62.0%	-3.0%	77.2%
Economically Disadvantaged	44.4%	41.2%	-3.2%	62.7%
Students Learning English	6.6%	12.4%	<b>+5.8%</b>	37.4%
Students with Disabilities	12.7%	15.8%	<b>+3.1%</b>	41.5%

*\*2023 Data not available for Readiness Coursework at the time of publication*

*For data definitions, see [schools.utah.gov/board/utah/strategicplan](https://schools.utah.gov/board/utah/strategicplan) under the Education Elevated 2022 Targets tab.*

# GOALS & STRATEGY UPDATES

We have established four goals for the education system. The goals are written as results statements reflecting an ambitious outcome we aim for the system to deliver for each student. USBE’s role in achieving these goals is to create the conditions at the state level to enable local education agencies (LEAs) and leaders to achieve them in schools and classrooms across the state.



**Early Learning:**  
Each student starts strong through early grades with a foundation in literacy and numeracy.



**Personalized Teaching & Learning:**  
Each student and educator has access to personalized teaching and learning experiences.



**Safe & Healthy Schools:**  
Each student learns in a safe and healthy school environment.



**Effective Educators & Leaders:**  
Each student is taught by effective educators who are supported by effective school leaders.

For more about the [Portrait of a Graduate](https://schools.utah.gov/portraitgraduate) see: <https://schools.utah.gov/portraitgraduate>





# Goal 1: Early Learning

*Each student starts strong through early grades with a foundation in literacy and numeracy*

## Indicators We are Tracking

The following measures are monitored to track progress toward the results we are seeking, with a specific emphasis on closing gaps in achievement among student groups:

- Third-grade math and ELA proficiency (RISE)
- Preschool numeracy and literacy (PEEP)
- Kindergarten numeracy and literacy (KEEP)
- Kindergarten through Third-grade literacy and numeracy (Acadience)

## Progress to Date

### Strategy 1A: Promote high-quality instruction in every early-grade classroom

- ▶ The first state cohort of approximately 8,000 educators is on track to complete LETRS (Language Essentials for Teachers of Reading and Spelling) by October 1, 2023, showing a significant knowledge increase according to Lexia reports.
- ▶ Engaged 1,500 administrators in LETRS for Administrators, with completion expected by October 1, 2023.
- ▶ The second cohort of LETRS, funded by S.B. 127 (2022), comprises approximately 3,000 educators, set to be completed by July 1, 2025.
- ▶ Reviewed Professional Learning Grant pre- and post-survey data and completed the Education Interim Report.
- ▶ The first two-year cohort of approximately 150 LEA coaches and leaders completed professional learning on effective coaching in early mathematics through the Early Mathematics Coaching Institute.
- ▶ Beginning an additional cohort of LEA coaches and leaders to engage in professional learning on effective coaching in early mathematics.
- ▶ Awarded 13 educators with Science of Reading awards for outstanding implementation.

### Strategy 1A: Promote high-quality instruction in every early-grade classroom

- ▶ Positive outcomes in 2022-2023 Acadience data, indicating gains in reading and math, with some challenges identified in data timeliness.
- ▶ ULEAD Science of Reading Video Series available on UEN for teachers.  
[https://emedia.uen.org/curated-collections/644?\\_\\_hub\\_id=34](https://emedia.uen.org/curated-collections/644?__hub_id=34).
- ▶ Created a repository of Science of Reading resources for teachers, coaches, leaders, parents, and educator preparation programs.  
<https://emedia.uen.org/hubs/elementaryela>.

#### Upcoming Milestones

- ▷ Conducting LEA visits to identify Science of Reading exemplars, with a video project underway in partnership with ULEAD.
- ▷ Preparing to release an RFP for a vendor to run a second two-year cohort for the Early Math Coaching Institute starting in fall 2023.
- ▷ Continuing development of the Early Learning Digital Reporting Platform with IT.
- ▷ Notifying LEAs of goal achievements and providing support for those falling short as part of the Early Learning Program and System of Support.
- ▷ Continuing school and classroom visits to vet Science of Reading award recipients.
- ▷ Revision of USBE Dyslexia Handbook.
- ▷ Began three cohorts of coaches and administrators in the new LETRS for Administrators professional learning. Focusing on the schools identified to receive USBE literacy coaches.
- ▷ Science of Reading Webinar Series for teachers and coaches focusing on implementation of the Science of Reading.
- ▷ Personalized Competency-Based Learning (PCBL) Endorsements began in August, one course focused specifically on the High-Quality Instruction (HQI) Cycle.

## Upcoming Milestones

- ▷ Monthly Elementary Special Education Mathematics Roundtable to support special education educators in gaining mathematics knowledge.
- ▷ Monthly Inclusive Practices for Elementary Roundtable for educators.

## Resources Created to Advance Strategies

- [Early Learning High Quality Instructional Cycle Resources](#)
- [Early Mathematics Resources](#)
- [LETRS](#)
- [LETRS 3rd Edition Fact Sheet](#)
- [LETRS for Admin Fact Sheet](#)
- [LETRS FAQs](#)
- [LETRS Implementation Guide](#)

## Progress to Date

### 1B: Increase optional access to high-quality, extended-day kindergarten

- ▶ Added 314 new full-day kindergarten classes in the 22-23 school year when compared to the 21-22 school year.
- ▶ Increased full-day kindergarten across the state to 77% with the first year of funding being in the WPU.
- ▶ Achieved a 17% increase in kindergarten students moving to benchmark from beginning to end of the year.
  - Logan City School District saw 92% of kindergarten students scoring at or above benchmark after transitioning to full-day kindergarten.
  - Washington County School District achieved 87% of kindergarten students scoring at or above benchmark after transitioning to full-day kindergarten.
- ▶ Completed the Kindergarten Exemplar Video Collection, shared through various channels.
- ▶ Completed Canvas courses engaging kindergarten teachers in learning from the Best Practices Guide and video collection.
- ▶ Presented insights on quality instruction in full-day kindergarten at conferences.

### Upcoming Milestones

- ▷ Enhancing the full-day kindergarten schedule model shared by the agency to support the field by adding new video clips.
- ▷ Working on adding links from the High-Leverage Practice (HLP) Videos to the Best Practices Guide.
- ▷ Planning to create specific professional learning presentations for LEAs on how to create high quality kindergarten programs.
- ▷ Planning to create a collaborative group of kindergarten LEA leaders to share resources and ideas.

## Resources Created to Advance Strategies

- [Kindergarten Exemplar Video collection](#)
- [Utah Full-Day Kindergarten Now](#)
- [Kindergarten Best Practice Guide](#)
- [Ready! Set! Go!](#)

## Progress to Date

### 1C: Increase optional access to high-quality preschool

- ▶ Collaborated with early childhood partners, including the Division of Workforce Services, Office of Childcare, Department of Health and Human Services, and Early Childhood Utah, to discuss Utah's high-quality preschool opportunities and challenges.
- ▶ Utilized data to pinpoint correlations between ECERS-3 (Early Childhood Environment Rating Scale, 3rd Edition) items and student outcomes.
- ▶ Added a fourth cohort for the Child Development Associate (CDA) credential.
- ▶ Started a LETRS EC (Language Essentials for Teachers of Reading and Spelling - Early Childhood) cohort for 80 participants funded by federal monies.
- ▶ Published nine high-quality videos of teaching practices, with one more to come.
- ▶ Attended community outreach events and strengthened public relations through brand awareness initiatives.
- ▶ Organized and held a hybrid preschool conference on December 1, 2023, with Superintendent Dickson as the keynote speaker.

### Upcoming Milestones

- ▷ Publishing a Canvas course utilizing high-quality videos for all early-childhood educators on high-quality practices related to the early learning standards in January 2024.

### Resources Created to Advance Strategies

- [Facebook Group](#)
- [X \(Twitter\) page](#)
- [CANVAS Bite-sized course](#)
- [Standards CANVAS course](#)
- [Strategies and Activities documents for standards](#)

## Progress to Date

### 1D: Increase engagement of families with young children in early learning experiences.

- ▶ Developed 18 short videos encouraging families to support learning, shared on social media.
- ▶ Continued collaboration with partner organizations for the 5B45 (5 before 5) project, distributing over 600 flyers at tabling events.
- ▶ Connected with Telemundo and Aerostar media for outreach efforts.
- ▶ Experienced a significant increase in VROOM app downloads during community engagement activities.

### Upcoming Milestones

- ▷ Developing additional 30-60 second videos for social media, including translations in Spanish.
- ▷ Utilizing USBE digital media for strategic outreach, collaborating with other departments to elevate the team's efforts.
- ▷ Identifying baseline data and measures for the outcome of \$4,500 targeted social media promotion.
- ▷ Continuing to use in-person events for connecting with families, including conferences and community events.

### Resources Created to Advance Strategies

- [5B45](#)



## Goal 2: Effective Educators and Leaders

*Each student is taught by effective educators who are supported by effective school leaders.*

### Indicators We are Tracking

The following measures are monitored to track progress toward the results we are seeking:

- Retention rate of new educators
- Educator exit and engagement survey (53G-11-304; R277-325)
- Educator reasons for leaving their present assignment - General job satisfaction among Utah educators
  - » Where educators go after leaving employment in Utah
  - » Disparities in access to effective teachers
- Proportion of educators with higher than average student growth scores (RISE)
- Education degrees awarded by Utah teacher preparation programs
- Proportion of educators who are qualified with an appropriate license

### Progress to Date

#### 2A: Support districts and schools in providing effective mentoring for beginning educators and leaders.

- ▶ Evaluated data from the 2022 Engagement Survey, providing baseline information for advancing effective mentoring for beginning educators and leaders.
- ▶ Successfully completed the Mentoring Advancement Pilot Project (MAPP) and released 12 professional learning modules for mentors.
- ▶ Recorded improved usage rates for existing modules, with notable engagement from various LEAs, including Granite School District.
- ▶ Released a teacher mentor licensing endorsement, garnering positive responses from at least five LEAs, with over 70 endorsements awarded to date.



## Progress to Date

- ▶ Work in progress to establish a Teacher Mentor PLC through the eMedia Teacher Mentor Hub.

### Upcoming Milestones

- ▷ Continued dissemination of resources to mentors, aiming for increased viability and success.
- ▷ Addressing potential clarity issues related to mentoring best practices for LEAs, aligning with the findings from the recent performance audit.

### Resources Created to Advance Strategies

- [Educator Induction Framework](#)
- [Mentor Roles and Competencies](#)
- [Teacher Professional Learning Modules](#)
- [Teacher Mentor Endorsement](#)
- [Teacher Mentoring eHub \(with UEN\) and statewide professional learning communities](#)
- [Development and distribution of monthly newsletter to spotlight mentors](#)

## Progress to Date

### 2B: Assist districts and schools in providing continuous personalized professional learning for each educator and leaders.

- ▶ Developed the updated Professional Learning Standards Toolkit, incorporating UETS and the PCBL Framework.
- ▶ Improved instructional coaching quality and access, with over 850 educators obtaining their instructional coaching endorsement.
- ▶ Supported LEAs directly in facilitating Coaching Endorsement courses, with ongoing efforts to address content-focused instructional coaching demand.

## Upcoming Milestones

- ▷ Offering a new USBE-sponsored Train the Trainer Endorsement cohort to expand course offerings across districts and charters.
- ▷ Utah Coaching Community of Practice continues to explore supporting teacher growth through the updated Utah Effective Teaching Standards.

## Resources Created to Advance Strategies

- [Professional Learning Standards Toolkit](#)
- [Professional Learning Standards Planning Template](#)

## Progress to Date

### 2C: Evaluate and support educator preparation programs in meeting requirements established by the Board while providing room to innovate.

- ▶ New Utah Educator Preparation Program (EPP) Standards approved by the Board.
- ▶ To Date, USBE Licensing Staff have conducted 55 APPEL program reviews and participated in nine university program accreditation visits.
- ▶ USBE licensing staff are currently reviewing all university secondary programs to ensure they align with the new competency-based content requirements.
- ▶ Submitted revised General Teacher Preparation competencies and Elementary content competencies that align to the new Utah Effective Teaching Standards to the Board for approval.

## Upcoming Milestones

- ▷ Anticipate reviewing all APPEL programs at least once by the end of the 2023-2024 school year.
- ▷ Collect program performance data on all EPPs and release an EPP Annual Report Summary for the field.
- ▷ Prepare trainings and support resources for EPPs on the new Utah EPP Standards and create a schedule for future program reviews aligned to the new standards.

## Resources Created to Advance Strategies

- [Portrait of a First-Year Teacher](#)
- [Teacher Recruitment Website](#)
- [Utah Educator Preparation Program \(EPP\) Standards](#)
- [Alternative Pathway to Professional Educator License \(APPEL\) Website](#)

## Progress to Date

### 2D: Lead in changing the perception of teaching as a profession.

- ▶ Gathered data on student perceptions through the Teaching as a Profession (TAP) program, addressing satisfaction and interest in teaching careers.
- ▶ Utilized retention and recruitment data to assess the perception of teaching, showcasing positive outcomes and identifying areas for improvement.

### Upcoming Milestones

- ▷ Collaborating to gather information on agency programs related to teacher recruiting and retention.
- ▷ Hosting engagement opportunities with program leads, aligning efforts and supporting impactful programs.
- ▷ Sharing information about educator recruiting and retention programs through various channels.

### Resources Created to Advance Strategies

- [Teach with Joy](#)

## Progress to Date

### 2E: Promote equitable access to highly effective teachers.

- ▶ TSI/CSI/Turnaround added into Cactus by end of 2020-2021 school year. Yearly updates have been done.
- ▶ Published an annual report on retention at a school level for classroom teachers after the end of the 2020-2021 school year. The report is updated yearly with additional information on new licensing levels.
- ▶ Equity Lab 2.0, focusing on increasing enrollment of underrepresented students in college and career coursework (i.e., AP/IB, Concurrent Enrollment, and CTE pathways), was offered in March 2021. There was a follow-up meeting in June 2021 to assist LEAs in reviewing their progress in their action plans.
- ▶ ward with the date here. Rephrase to: "Equity Lab 1.0, on access to effective teachers, with an emphasis on middle school student outcomes, and teacher retention and qualifications, was reoffered statewide in January 2022. Since the first equity lab (2018-19), the percentage of educators retained in schools where 50% or more of the students qualify for free and reduced lunch increased to 58.5% (2020-21) from 53.8% (2017-18).
- ▶ Equity Labs completed in November/December 2023 focusing on resource allocation for students who are EL (English Learner) designated in ATSI schools ELs and promising practices.
- ▶ Special Education Meaningful Inclusion of Students with Disabilities conference June 2023.
- ▶ Early College Dashboard is available for LEAs and USHE Institutions.
- ▶ ESEA Plan and USBE performance measures completed.

### Upcoming Milestones

- ▷ Continuing collaboration with the Center for Continuous School Improvement to identify and share best practices for equitable access to effective teachers.
- ▷ Exploring the relationship between teacher qualifications and graduation rates and analyzing data of LEAs that attended Equity Labs.

## Upcoming Milestones

- ▷ Equity Labs in spring 2024 focusing on resource allocation for students with disabilities in ATSI schools.
- ▷ Teaching, Learning, and Licensing are collaborating with WestEd REL and partnering with several LEAs to address early-year teacher retention.
- ▷ Ensuring that data are included in the Consolidated Needs Assessment (CNA) to provide LEAs with the ability to review the distribution of effective teachers (experience and retention) in Title I and Non-Title I schools. Consolidated plans will be submitted.
- ▷ Collaborate with USBE School Counseling Program Specialists regarding strategies to support school counselors in facilitating access to courses taught by highly effective teachers.
- ▷ Release the Portrait of Meaningful Inclusion and Implementation Guide.

## Resources Created to Advance Strategies

- [Teacher retention education highlight](#)
- [Educator qualifications report](#)
- [The USBE ESSA Resource Allocation Review framework](#)
- [Portrait of a First Year Teacher](#)
- [Utah Effective Teaching Standards August 2023](#)

## Progress to Date

### 2F: Increase the supply of transformational school leaders across the state.

- ▶ Launched 15 Principal Partnership Networks with some new, program-focused networks as determined by participant needs.
- ▶ Providing Principal Partnership Network with facilitators with assignment specific professional learning in partnership with the Utah Education Policy Center.
- ▶ Completed the Principal Supervisors Institute

### Upcoming Milestones

- ▷ Collaborating with USBE marketing staff to create materials for distribution to all Utah principals.
- ▷ Connecting with USBE specialists to support topic-based PPN groups.
- ▷ Publishing the resources created for the Principal Supervisor's Institute on the USBE website.

### Resources Created to Advance Strategies

- [Professional Learning and Convenings for School Leaders](#)
- [Utah Principal Supervisor Academy Information/Registration](#)
- [School Leadership Development Community of Practice Informational Flyer 2022-23](#)
- [School Leadership Development Community of Practice Canvas](#)
- [MIDAS Principal Partnership Networks](#)
- [School Leadership Website](#)



## Goal 3: Safe and Healthy Schools

*Each student learns in a safe and healthy school environment.*

### Indicators We are Tracking

The following measures are monitored to track progress toward the results we are seeking:

- School discipline data
- Student engagement
  - » Link between exclusionary discipline policies and dropout rates
  - » Attendance and chronic absenteeism
- School Climate Survey (53G-8-802; R277-623)
- SHARP Survey
- School Safety Survey

### Progress to Date

**3A: Support districts and schools in creating and maintaining conditions for safe and healthy learning environments.**

- ▶ The USBE 3A team is progressing on phase three of the incident reporting improvement plan, having developed a comprehensive data dictionary for LEAs to reference during incident data submission.
- ▶ Phases four and five will involve USBE specialists and LEA staff providing feedback on the data dictionary to ensure alignment with laws, rules, and overall needs.

### Upcoming Milestones

- ▶ USBE Leadership's approval of the data dictionary for publication to LEAs.



## Resources Created to Advance Strategies

- [School Safety Center Resources](#)
- [Utah School Safety Collaborative Resources](#)

## Progress to Date

### 3B: Increase adoption of evidence-based student health and wellness practices.

- ▶ The model wellness policy has been presented to two cohorts of LEAs, with technical assistance provided to each LEA for implementing tailored actions.
- ▶ The Health and Wellness Policy Evaluation Tool is actively used by LEAs to determine next steps, fostering cross-LEA collaboration.
- ▶ The 3B team has collaboratively provided professional learning to LEAs on various health and wellness topics.

## Upcoming Milestones

- ▷ A third cohort of LEAs has requested participation at the end of this school year (May 2024).
- ▷ Ongoing development of evidence-based health and wellness training, resources, and supports for educators and LEA leaders.
- ▷ Continued support for LEAs in completing the Health and Wellness Policy Evaluation Tool and implementing policy changes as needed.
- ▷ USBE staff utilizing data collected by the Health and Wellness Policy Evaluation Tool to assess and assist LEAs with the implementation of updated comprehensive health and wellness policies.

## Resources Created to Advance Strategies

- [Model Wellness Policy and other Student Health Resources](#)
- [Wellness Policy Evaluation Tool](#)
- [Best Practices for Recess Guidance](#)
- [Start Smart Utah Breakfast Website](#)
- [Utah Farm to Fork](#)

## Resources Created to Advance Strategies

- [Whole School, Whole Community, Whole Child \(WSCC\) Model](#)
- [Seizure Training](#)
  - » [Epilepsy Alliance America: On-Demand Seizure First Aid Training for School Personnel](#)
  - » [Epilepsy Foundation: Seizure Training for School Personnel \(On Demand\)](#)
- [Substance Use Prevention Resources](#)
  - » [Best Practices and Resources Library Alcohol, Tobacco, and Electronic Cigarette Prevention and Cessation Interventions](#)
- [Suicide Prevention Resources](#)

## Progress to Date

### 3C: Build capacity of educators and other stakeholders to meet students' mental, emotional, and social needs.

- ▶ The 3C team has issued a vendor solicitation for an educator well-being course and is in the process of reviewing proposals from four vendors.
- ▶ A draft summary of findings regarding educator well-being from various data sources is being prepared for publication and dissemination.

## Upcoming Milestones

- ▷ Selection of a vendor to design an assessment and well-being course in collaboration with the 3C strategy team.
- ▷ Presentation of the Educator Wellness data summary document to the USBE Leadership Council.
- ▷ Ongoing development of evidence-based health and wellness training, resources, and supports for educators and LEA leaders.

## Resources Created to Advance Strategies

- [Establishing a Positive and Healthy School Culture](#)
- [Trauma Sensitive Schools Professional Learning](#)
- [Selecting and Implementing Mental Health Curriculum in School](#)
- [Employee Suicide Prevention Training](#)
- [DBT Skills Training for School-based Mental Health Professionals](#)
- [Grief and Loss: Supporting Students Post-Pandemic](#)
- [Utah's Behavioral Health Toolkit: Collaborating to Address the Mental and Emotional Wellness of School-Aged Children](#)
- [Trauma-Informed Microcredentials](#)
- [Emotion Regulation Strategies](#)



## Goal 4: Personalized Teaching & Learning

*Each student and educator has access to personalized teaching and learning experiences.*

### Indicators We are Tracking

The following measures are monitored to track progress toward the results we are seeking (see Utah’s Personalized, Competency-Based Framework):

- Student Engagement
  - » Absenteeism rates
  - » Student surveys
- Instructional Practices
  - » Teacher survey of instructional practices
  - » Administrative observations
  - » Teacher turnover by teacher effectiveness
  - » External observation for fidelity of implementation
  - » Trend in students needing added instructional support/interventions

*Note that these measures are only collected for LEAs participating in the Personalized, Competency-Based Learning Grant program (U.C.A. Section 53E-5-502).*

### Upcoming Milestones

- ▷ Development of an animated video to communicate the concept of Personalized Competency-Based Learning (PCBL) in Utah to advance understanding and clarity of language.
- ▷ Release of “Cultivating a Culture of Learning: A Playbook for Leaders” in the fall to support school and district leaders in advancing PCBL work related to the Culture of Learning.
- ▷ Launch of the first of five courses and microcredentials for the PCBL endorsement in the fall, enabling educators to enhance their knowledge and skills.
- ▷ Conclusion of five professional learning sessions for instructional staff at USBE on integrating PCBL components into their professional learning designs.

## Progress to Date

### 4A: Build the capacity of school personnel to advance personalized, competency-based learning practices through professional learning.

- ▶ Introduction of the Portrait of Meaningful Inclusion (POMI) aligned with PCBL during the Meaningful Inclusion Conference Tour in June 2023, engaging over 2,400 participants to align initiatives and raise awareness in the K-12 Utah community.
- ▶ Coordination across strategy teams (4B, 4C, and 4D) for collecting, curating, and sharing PCBL Professional Learning Resources on the PCBL Hub at UEN's eMedia site.
- ▶ Development of PCBL onboarding resources for new team members at USBE to prioritize and streamline learning.

### Upcoming Milestones

- ▷ Availability of a PCBL Needs Assessment for LEAs to assess resource allocation and gauge growth over time, to be leveraged in the PCBL Grant Process.
- ▷ Creation of an Infographic for new USBE staff regarding PCBL onboarding, including personalized sections for different departments.

### Resources Created to Advance Strategies

- [Utah State Board of Education Personalized Competency Based Learning \(PCBL\) Extended Learning Resources](#)

## Progress to Date

**4B: Create structures and supports that empower each student to leverage their unique assets to demonstrate the knowledge, skills, and dispositions defined in Utah's Portrait of a Graduate and Utah's P-20 Competencies.**

- ▶ Conducted two surveys to capture information about local efforts in alignment with the Portrait of a Graduate, with about 80 responses.
- ▶ Development and release of the Portrait of a Graduate Implementation Map based on survey data.

### Upcoming Milestones

- ▷ Work on creating links on the Map to individual LEAs Portrait of a Graduate and improvement of the display of charter school implementation.
- ▷ Development of a landscape document to help stakeholders visualize the Portrait of a Graduate.

### Resources Created to Advance Strategies

- [Utah Talent MAP, Portrait of a Graduate](#)
- [P-20 Competencies](#)
- [P-20 Competency Model Rubrics](#)
- [PCBL Framework](#)
- [Utah's Flexibility Guide \(version 2.0\)](#)

## Progress to Date

**4C: Utilize multiple points of evidence of learning in actionable ways to foster meaningful, personalized, competency-based learning experiences.**

- ▶ Creation of a formative assessment toolkit to support the field in using multiple points of evidence of learning, available on the USBE Assessment & Accountability Formative Assessment website and the Personalized Competency-Based Learning eMedia hub page.
- ▶ Conducted the first session of Professional Learning for the Middle School Math Formative Assessment Clusters.

### Upcoming Milestones

- ▷ Planning and execution of a Formative Assessment Toolkit Professional Learning session, leveraging the PCBL Summit and speakers (estimated March 2024).
- ▷ Creation of a short video about the Formative Assessment Toolkit to serve as a “commercial” for stakeholders.

### Resources Created to Advance Strategies

- [Utah’s HQI Cycle](#)
- [Utah’s High Leverage Practices](#)
- [Utah Effective Teaching Standards \(UETS\) Standard 2 Instructional Design Clarity: Element 3 Learning Progression](#)
- [Utah’s PCBL Framework](#)
- [Utah’s P-20 Competency Model Rubrics](#)



## Progress to Date

**4D: Partner with Utah technical colleges, higher education, and workforce services to align personalized, competency-based learning and post-secondary success.**

- ▶ Participation in the USHE Pathways “steering committee” and the launch of Early College Dashboard 2.0 for the field.
- ▶ Ongoing collaboration with WestEd on the CTE data project, including the development of a data dashboard.
- ▶ Preparation of a CTE Enrollment/Concentrator/Completer Dashboard for release in winter/spring 2024 to highlight successful outcomes.

## Upcoming Milestones

- ▷ Curating the outcomes of the Graduation Credentials focus group data and convening a workgroup in the spring to make recommendations based on community feedback.
- ▷ Continued collaboration with WestEd on a data dive with CTE leadership in spring 2024 to identify gaps and align existing pathways.
- ▷ Release of the CTE Enrollment/Concentrator/Completer Dashboard in winter/spring 2024 to enhance transparency and highlight successful outcomes.

## Resources Created to Advance Strategies

- [Early College Dashboard](#)
- [College and Career Ready Course Resources](#)
- [FAFSA Workgroup Action Items](#)