# ULEAD
## EDUCATION

**2022-2023**

# ANNUAL REPORT

Utah Leading through Effective, Actionable, and Dynamic Education

schools.utah.gov/ulead

Utah State Board of Education

# TABLE OF CONTENTS

## Logic Model and Planning

After an evaluation of the existing materials and projects, a program logic model was developed to develop a theory of action and serve as a road map for program activities throughout the year. The model identified a lack of internal Utah State Board of Education (USBE) knowledge and external awareness of Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education as a root issue leading to the underutilization of the program. Other concerns were a lack of interaction with the ULEAD repository and a lack of established partnerships with researchers. In the first year under new leadership, the short-term goals were to evaluate the current state of the program, grow awareness and understanding of the ULEAD model, and work to establish fruitful partnerships that will lead to better repository materials, engagement, and ultimately serve educators and students across Utah.

## System

At the Steering Committee meeting in fall 2022, members requested a visual model to explain how ULEAD works that would help readers envision how and where they could interact with the program. The result was a cyclical model that draws on the field to inform topics, research topics, communicate results, and then engage educators with the practices highlighted. The full model also details how outliers may be identified by program, internal data, or external researchers.
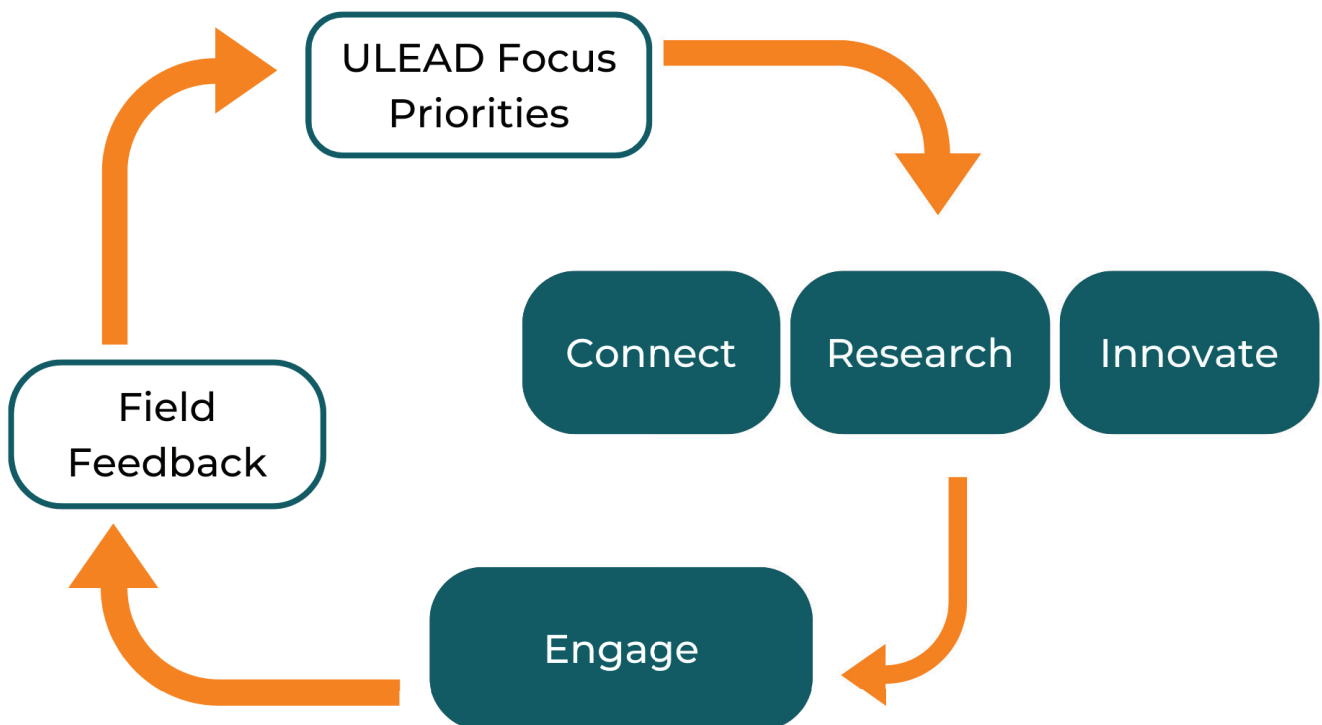
## Program Calendar

At the winter 2023 meeting, the Steering Committee reviewed the ULEAD program calendar. The committee will review priorities on an ongoing basis, but the selected priorities will follow an annual schedule to ensure time to adequately investigate topic areas. Research and opportunities for engagement are ongoing and flexible throughout the calendar.

- Summer (June-August) — Prior year reports are presented and shared in conference settings. New priorities are released and shared widely. An annual progress report is made to the Hiring Committee.
- Fall (September-November) — Institutes of Higher Education and graduate students begin semester or yearlong work. The annual report to the Education Interim Committee is completed.
- Winter (December-February) - A stakeholder survey is conducted to help inform the next set of priorities.
- Spring (March-May) — New priorities are selected and solidified.

## Steering Committee

Due to changing staff, positions, and terms, the Steering Committee was reset in fall 2022. The new members included Superintendent David Long from Beaver School District, Principal Sue Damm from Edison Elementary in Salt Lake City School District, middle school teacher Emma Moss from Canyons District, and high school teacher Marley McClune from Davis School District. Under the updated House Bill (H.B.) 437, Brittney Cummins and James Moss assumed the role of co-chairs.

In fall 2022, the Steering Committee met twice in person to develop and refine the focus priorities for 2022. The committee reconvened in January 2023 to update the priorities and collaborated digitally in April. A September 2023 meeting will complete the quarterly meeting requirement for the year. In addition to the formalized role of informing priorities, Steering Committee members have provided valuable insight and feedback to program activities and plans.

## Staffing

In August 2023, ULEAD created a Research II position dedicated to ULEAD-specific data and statistics work. This position will use existing data to identify outliers, develop new data collection, coordinate with other data agencies where necessary, and work with Higher Education partners to ensure they have easier access to reliable outlier information. Researcher Jordan Green joins ULEAD from the Department of Health and Human Services and is skilled in quantitative and statistical analysis. He will work closely with our Data and Statistics department but be dedicated specifically to ULEAD work.

# FOCUS
# PRIORITIES

The Steering Committee identified the current ULEAD Focus Priorities as:

**Educator Retention and Job Satisfaction, with an emphasis on Teacher Job Satisfaction**
**Student Attendance**
**Academic Success through Strategic Engagement through Technology**
**Academic Success through Social Emotional Supports Grounded in Academic Practice**

Priorities were based on contributions from the field, stakeholder surveys, and recent data. A framing of these issues with national and local research statistics was completed and shared for feedback. The priorities were shared with State Board Members at a program overview in the January 2023 meeting, in addition to other groups including the USBE Finance Committee, Data & Statistics Department, Prevention Team, and Leadership Council. They were provided to deans at institutions of higher education in Utah. The ULEAD focus priorities made up four of the five recommended data topics proposed to Utah Data Research Center from USBE this year.

## Focus Priority Projects

### Educator Retention and Job Satisfaction, with an emphasis on Teacher Job Satisfaction

- A team of practitioner researchers identified a cross section of outliers from their home districts that evidenced high achievement and teacher retention. The resulting report indicates that teacher job satisfaction is highly dependent upon administrator support. A draft of the full report is available, and a full report will be released in August 2023.

- A doctoral candidate is researching "A Hermeneutic Phenomenological Study on Teacher Retention and Job Satisfaction in Utah" and has committed to sharing outcomes with ULEAD upon completion expected in Winter 2023.

- Utah Valley University has engaged in a partnership with ULEAD to examine Administrator Job Satisfaction in Utah. ULEAD has worked collaboratively to develop the project scope, provide a template for a resulting report, and identify a vetted tool for job satisfaction and burnout data collection. The researcher anticipates data collection occurring in Fall 2023 and reporting summer 2024.

- Early survey reporting for the University of Utah study Utah Principal and Teacher Wellbeing During the COVID-19 Pandemic identified

organizational conditions that positively support educator wellbeing. A full report is expected by fall 2023.

## Student Attendance

- A team of Utah Teacher Fellows investigated student attendance outliers at seven schools in four districts and one charter school. Upon review of the draft, the USBE Prevention Team requested use of the report with the Education Interim Committee. The full report will be released widely in August 2023.

- An initial report of the Ogden School District multi-tiered attendance system has been developed in partnership with the USBE Attendance Team. A final report will be available pending updated attendance data from the 2023-2024 school year.

- ULEAD is working with the USBE Attendance Team, including Data and Statistics, to find the current state of attendance data and potential positive outliers. The state self-evaluation has been designed, deployed through Qualtrics, and results will be shared with ULEAD.

- ULEAD plans to partner with the USBE Attendance Team in their Functional Behavior Assessment of Absenteeism and Truancy (FBAAT) cohort with LEAs. A goal of this cohort is to support implementation practices to foster better student attendance. ULEAD aims to produce an Innovative Practice Report on the promising implementation practices developed and monitored throughout the 2023-2024 school year.

## Academic Success through Strategic Engagement through Technology

- The Junior Microsoft Expert credentialing program for students, based on the credentialing program for adults, is highlighted in a Practitioner Praxis report developed by a Utah Teacher Fellow. The report explores the promise of developing technology skills tied to academic content that engages students in learning and supports their technological learning needs. The final report will be released in August 2023.

- Several program highlights have been submitted by practitioners that warrant further development including the use of technology for differentiated video instruction, tools to support digital mastery paths, and a digital specialist coaching model. These highlights may be combined to provide examples of strategic engagement with technology, but no one highlight is currently robust enough to meet the ULEAD threshold for publication.

- The STEM Action Center has identified outliers in strategic engagement with technology in collaboration with the Utah Education Policy Center (UEPC). They have indicated a willingness to partner with ULEAD to qualitatively explore the practices at schools of interest highlighted by the data for upcoming study.

- The study Bright Spots in Utah's Implementation of Expanded Distance Learning: Evidence from an enrollment increased at Utah Virtual Academy in partnership with the University of Utah was recently completed and a full report is forthcoming.

- The study Promoting Equity in Online Student Engagement through Technology Enhanced Zoom Classes in partnership with the University of Utah is expected to conclude in Summer 2024.

## Academic Success through Social Emotional Supports Grounded in Academic Classroom Practice

- ULEAD has developed a draft Innovative Practice Report highlighting the use of wellness rooms and educator capacity building leading to increased class time for students in Washington County Schools. A final report is forthcoming.

- In collaboration with Utah Valley University, leadership graduate students shared a variety of practitioner practice and programs that support student social emotional health in the academic space. These practices will be further researched and combined into a more robust report with themes across grades, schools, and LEAs.

- Several reports from institutes of higher education were recently completed and are pending publication.

    - The study Measuring the Impact of Multi-tiered School Mental Health Supports on Rural Student Wellbeing in collaboration with the University of Utah is complete.

    - The Baby Boot Camp: An Equity and Access Case Study addressing young learners with access to preparation for kindergarten and early elementary school conducted in collaboration with the University of Utah is complete.

    - A Brigham Young University report on a student reading anxiety intervention was truncated due to the COVID-19 pandemic, but initial findings about student reading anxiety were submitted.

# ADDITIONAL
# RESEARCH

- The Wasatch School District, in collaboration with Brigham Young University, has approved a data sharing agreement to determine outlier teaching teams in like schools for first grade literacy and sixth grade math. They intend to partner their school teams with identified outlier teams to increase pedagogical skills and, ultimately, student achievement.

  Wasatch School District plans to document the process, reporting progress regularly to ULEAD and submitting results to USBE through an Innovative Practice Report with ULEAD.

- There are research projects outstanding from awards made prior to the pandemic. These have been given no-cost extensions to complete research in progress. These include:

  - A longitudinal study on the impact of Kindergarten in Utah with the Utah Education Policy Center. Part one of this study is complete and awaiting posting on the website.

  - A study titled Student Achievement, STEM Course-Taking, Graduation, and Postsecondary Outcomes in Utah Charter Schools with the University of Utah School of Education.

  - A study titled Successful Utah Efforts that Demonstrate Meeting Differentiated Student Learning Needs with Utah State University

- The USBE Library Media team has committed to sharing survey and checkout data on effective school libraries with ULEAD with the potential for a collaborative report.

- A researcher at the University of Utah is investigating the impact of assigned case managers in Supplemental Nutrition Assistance Programs (SNAP). The work requires a data sharing agreement between USBE and the Department of Workforce Services. The researcher anticipates impact information related to attendance and possible social-emotional outcomes that they have committed to share with ULEAD. This is a multi-year investigation.

- In November 2022, the contract with Hanover Research to develop repository materials ended. There is currently no plan to continue this contracted work, as it is not aligned to current ULEAD goals or the Innovative Practice Report model. Materials completed prior to the end of the contract included two professional learning standards toolkits, bringing the total to four toolkits in the series:

- Facilitating Professional Learning Communities
- Becoming a Skillful Leader
- Using Resources Effectively
- Using Data to Guide Professional Learning

The Hanover materials are owned by ULEAD and can be adapted. The current plan is to leave materials available for now, while reworking elements to better align with the ULEAD vision for reporting. Background research in the existing reports is useful and can be used in conjunction with outlier identification and added to qualitative information from Utah schools. This ensures that materials are not wasted but can be used in new ways to better align with the ULEAD vision.

This process will also include updating all ULEAD materials to adhere to ADA accessibility standards as materials produced prior to Fall 2022 are not currently compliant.

# BRANDING & COMMUNICATION

## Communication

A communication and engagement plan were developed, and the Steering Committee provided feedback on planned activities. Initial activities have included updating the ULEAD look, developing contact lists, solidifying an online presence, and working toward a new website. The initial plan for ULEAD was to increase awareness and understanding of what ULEAD is and can do.

## Design

The ULEAD logo and colors have been updated to comply with web safe standards and coordinate with USBE branding guidelines. All materials are in the process of being updated to coordinate and future collateral will use the new styles. The signature orange ULEAD color has been maintained as an accent color.

The 3-color horizontal logo is ULEAD's main logo. Two-color and single-color designs are available for printing and contrast as needed. The circle logo is primarily used for circular social media and online accounts where a horizontal logo isn't applicable. The stand-along icon is for limited applications.
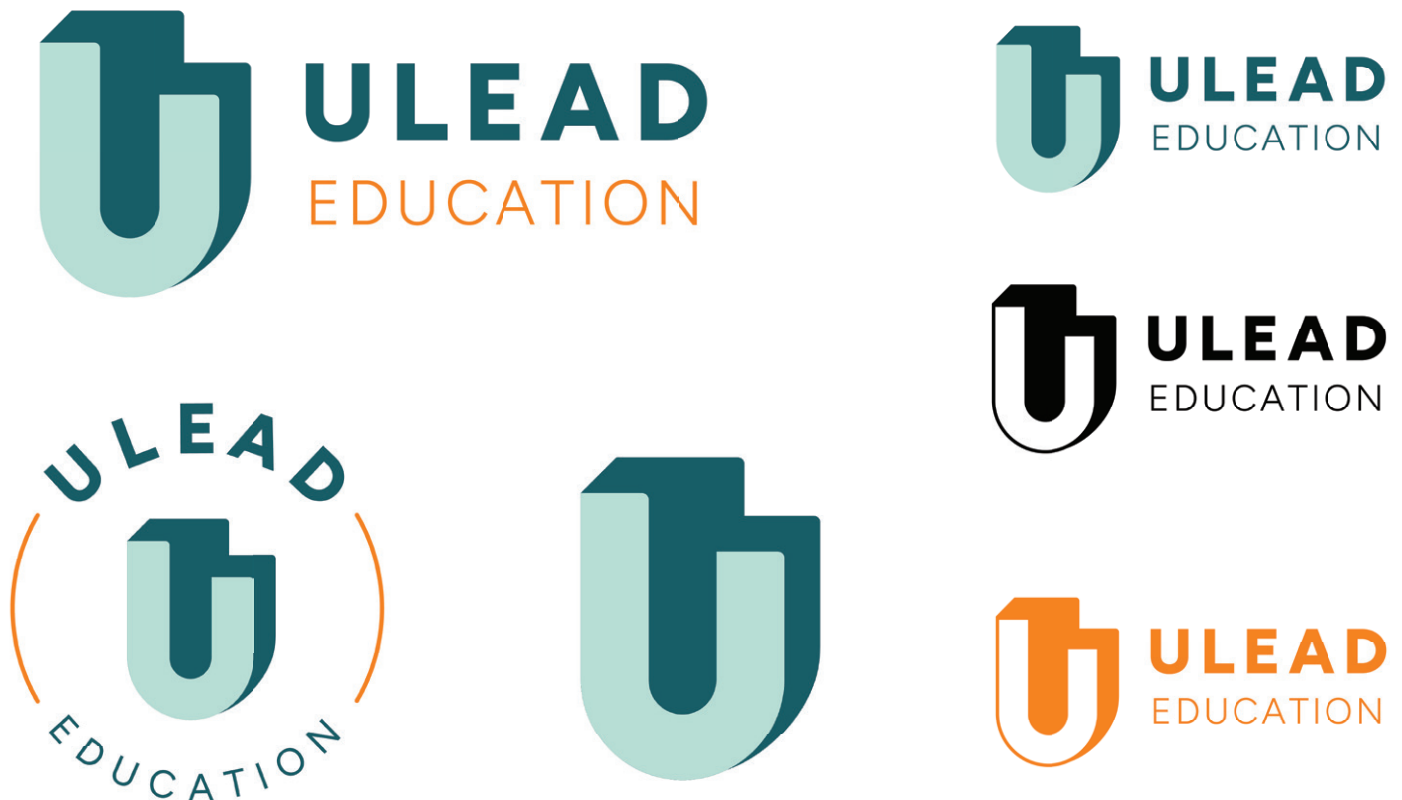
## Contact Lists

ULEAD had no existing contact lists. A contact list with tagging system has been developed identifying how contacts are related to ULEAD, such as if they are a researcher, attended a ULEAD working summit, or are a former Steering Committee member. This list serves as a basis for digital communication including access to the USBE MailChimp account. The contact list is continually updated and maintained. ULEAD also established a ulead@schools.utah.gov email address for general communication.

## Social Media

ULEAD has developed social media accounts across major platforms. Social posting is currently designed to increase knowledge about ULEAD and foster authentic engagement with Utah educators. Media focus will shift to promoting updated focus priorities and highlighting repository resources and program activities as they are available.

https://twitter.com/ULEADEducation

https://www.instagram.com/uleadeducation

https://www.linkedin.com/company/uleadeducation

https://www.facebook.com/ULEADeducation

## Website

The USBE website is currently working toward a major transition expected to occur around the first of the year. ULEAD has conducted an audit of the website and has submitted a migration map to the Communications team. A new website layout has been formulated and, when the new site is available, resources will include items required by ULEAD legislation such as an expert database. Materials that do not meet the ULEAD vision will not be transferred. An updated video introduction is in development to include on the new site. Prior to the new site being available, ULEAD materials will be updated, but significant layout and information changes will not be implemented.

# Presentations & Engagements

ULEAD has engaged in several state and national conference opportunities this year to build awareness of the program and potential for collaboration, in addition to other presentation activities.

- Director Everette shared a program overview and focus priorities at the USBE Board Meeting in January and with department meetings, including Leadership Council, throughout USBE.
- ULEAD shared the mathematics working summit report and UEN mathematics video series at the Utah Council of Teachers of Mathematics conference in February.
- ULEAD hosted the Highlight Hive and an hour of Best Practice talks at the Utah Coalition for Educational Technology conference in March.
- Director Everette presented "Elevating Proven Practices: A Statewide Model for Success" at the ASCD Annual Conference in April.
- Director Everette was featured on the UCET podcast in April.
- The ULEAD Twitter account hosted the #UTEdChat in May.
- ULEAD had a table at the Show Up for Teachers conference in July.
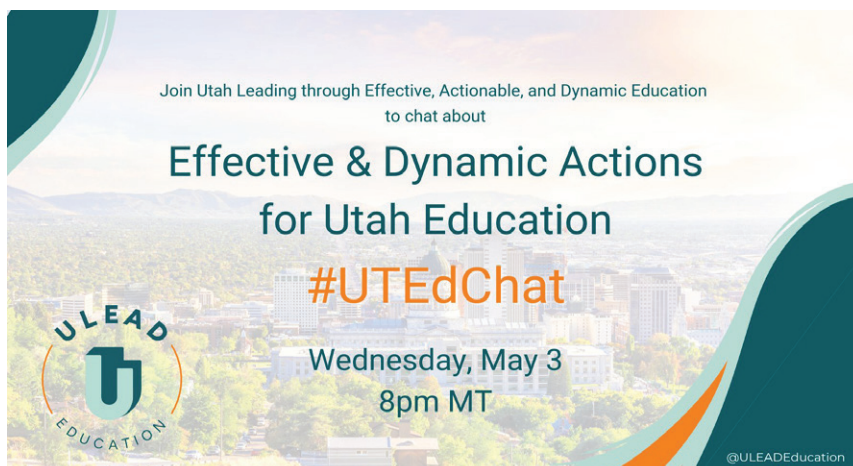
# ULEAD IN LEGISLATION

## Science of Reading

The 2022 Utah State Legislature's Senate Bill (S.B.) 127: Early Outcomes Improvement directs and supports a collaborative partnership between USBE, the Center for the School of the Future, and ULEAD Education to develop and maintain an online repository of digital science of reading and science of reading instruction resources that are accessible to public school teachers, school leaders, parents, and educator preparation programs.

- ULEAD and USBE secured an agreement through the RFP processes that was approved in the April 2023 Board Meeting. All partners were included in the RFP process. The agreement with American Institutes of Research (AIR) will result in monthly curated and vetted materials being posted to the Early Literacy Repository throughout 2023 and 2024. ULEAD and the Early Literacy team work together monthly to vet materials and AIR will develop additional materials to fill any identified gaps in information. The first round of materials was submitted and reviewed in July.
- In coordination with the USBE Early Literacy Team, UEN and ULEAD have recorded at schools evidencing outstanding practice and promising results with Science of Reading implementation. The resulting video shorts will be features on the UEN website, UEN-TV, Early Literacy Repository, and the ULEAD website.
- ULEAD was asked to provide input on change management to the team leading the Science of Reading Change Management professional learning with administrators and school leadership teams over the upcoming four years. The first-round cohort has begun in person and online training, with the second cohort starting in early 2024.

## Teacher Innovation Grants

The 2022 Utah State Legislature's House Bill (H.B.) 486: Education Innovation Program and related rule R277-918 establish that Local Education Agencies may approve alternative classroom schedules or alternative curriculum. Approved programs can receive up to a $5,000 grant and program outcomes are reported through ULEAD.

- In the 2023 session, the funding for this bill was updated so that it can be used without expiring if at the end of 5 years the funds are not expended.
- To support this, ULEAD developed application templates that may be used by interested educators to support developing a proposal for their LEA including all parts required in the legislation and rule. Supporting documents are not required, but may help educators develop effective and detailed plans. Materials and summaries will be added to a new page on the ULEAD website.

Innovation Proposal: Student Wellness — Spanish Fork High School, Nebo School District. Contact: Adena Campbell. Email: Adena.Campbell@nebo.com

## Approved Teacher Innovation Grants

Wellness Class at Spanish Fork High School, Nebo School District

Courses at Itineris Early College High School
- Design for Good
- Illustration
- Creative Side of Business

Courses at Karl G. Maeser Preparatory Academy Foundation
- Marine Biology Winterm 24
- Mock Trial Intensive - The Federal Court System
- Native American and First Nation Arts, Crafts, and Cultures
- The Art of Storymaking: The Novel, Poetry, and Personal Narrative
- Broadway Bound
- First Robotics Competition
- Roller Coaster Physics

# ULEAD
# PARTNERSHIPS

**Higher Education** After meeting with Deans at various Utah Institutes of Higher Education in December and January, ULEAD developed a submission process for Innovative Practice Reports. Through discussions and feedback, ULEAD is moving to a "pay for product" model that ensures reports meet ULEAD's needs. New staff will prioritize quantitative identification to support qualitative inquiry with research partners.

Utah Valley University has committed to one fall leadership course annually using the Innovative Practice Report model for a semester-long project. Students use available data to identify outliers, complete short literature reviews, and write a report modeled after the Innovative Practice Report template as part of their required coursework. They submit these projects to ULEAD for possible publication. In fall 2022, students completed 10 projects and a refined model for the course and reporting has been developed for implementation this fall. Utah State is interested in working with pre-identified outliers and is in ongoing discussions with ULEAD. The University of Utah and Utah Education Policy are interested in pursuing using recent research and adapting it to the ULEAD model.

**Utah Teacher Fellows** ULEAD worked with the Utah Teacher Fellows in February to share the ULEAD program and model for Innovative Practice Reports. Fellows chose to work independently or in teams to find and research outliers in priority topic areas. In July, the Fellows hosted a convening to share their work over the last two years. Included in their presentations were one-page summaries of their projects with ULEAD. Edited reports will be available in the ULEAD repository and shared widely. One draft report on attendance garnered early attention, and the Prevention Team used the information when meeting with the Education Interim Committee in early August. In July, ULEAD Director Everette had a chance to welcome the new cohort of Utah Fellows to the USBE offices during their first convening.

**Utah Education Network** The Utah Education Network (UEN) was originally contracted to create two Bright Spot video series about mathematics and literacy related to the prior working summits conducted by ULEAD. In the fall of 2022, the first set of videos highlighting the K-12 mathematics framework was completed. These videos are hosted on UEN's professional learning site as well as ongoing runs on UEN-TV.

The early literacy team helped identify and vet schools demonstrating competence and outcomes with Science of Reading implementation. In spring 2023, UEN and ULEAD conducted site visits with the early literacy team to record interviews and classroom footage. Filming will continue in the fall, but a series of clips to support teaching and literacy instruction,

along with necessary system support structures, are being developed. These videos will be housed on UEN and run on UEN-TV in addition to being included in the Science of Reading Repository.

**STEM Action Center** STEM Action Center leadership met with ULEAD in February to determine areas of shared interest and research integration. The STEM Action Center has developed an internal research arm that is open to collaboration. As they move forward with projects, they plan to share information with ULEAD or create data sharing where appropriate. The Utah Education Policy Center also joined collaborative conversations about overlapping interests. Additionally, the STEM Action Center is interested in supporting and sharing information about the teacher innovation grants.

## Utah Coalition for Educational Technology (UCET) 
ULEAD worked with UCET to develop an LEA practice highlight area at the annual UCET conference in March. LEAs were invited to host poster-type table sessions highlighting innovative or promising practices in their area. ULEAD also held an hour long TedTalk style session with talks about ULEAD, mathematics, innovative teaching practices, and technology. Approximately 2,000 people attended the two-day conference.

This year, UCET is partnering with the Utah Education Library Media Association (UELMA) to host the annual conference at the Salt Palace, with a goal of 2,500-3,000 attendees. ULEAD was invited to help in program design, leading to a dedicated room space for research in education. Sessions in this room will feature research and researchers in education with practical implementation advice. Innovative Practice Report contributors will be encouraged to apply. ULEAD has also been offered the Highlight Hive poster session and LEA highlight space to feature partners and innovative practices.

**Connections** ULEAD is a part of multiple education initiatives and groups throughout USBE and the broader community including:
- Better Way Forward, K-12 Initiatives Team
- Center for Continuous Improvement, School Improvement Growth Group
- Intermountain Healthcare Foundation
- Science of Reading, Change Management Planning Team
- Secondary School Transition Team, Partnership Workgroup
- USBE Attendance Workgroup
- USBE Data and Statistics

# LOOKING
# AHEAD

The updated Program Logic Model for 2023-2024 includes activities designed to meet outputs and outcomes. In the last year, ULEAD has gained awareness, developed systems and networks for communication, and clarified program goals. The focus this year is on fostering and solidifying partnerships with higher education supported by better internal support for outlier identification. As materials in the repository grow, the goal is to increase engagement with available resources. Moving all processes towards a set of ULEAD Standard Operating Procedures will help define program and director roles, responsibilities, and create consistent outcomes.

## Outputs and Outcomes
### Short Term Goals: Prior to January 2024
* Committed partnership work for the current priorities.
* The Steering Committee feels valued and heard.
* Current program projects and priorities are known and understood internally and externally.
* Finalized projects added to the repository and shared widely.
* Updated and implemented communication and engagement plan, including new website organization.
* Innovation cohort format and beginning recruitment. Two vendors were awarded in May but have not been finalized to begin work.
* Plan of action designed for outlier identification and a starting repository of outliers identified that can be accessed by researchers.

### Medium Term Goals: 6 Months - 2 Years
* Meaningful, consistent partnerships with a standard communication and collaboration procedure.
* A set of Standard Operating Procedures for ULEAD activities, including standard practices for outlier identification.
* Results from innovation cohorts and current focus priorities, with ongoing requests and continuously updated resources in the repository.
* Active engagement with tools, resources, and research across Utah education.
* Awareness and use of resources within policy decisions and connections between educators, experts, and policy makers.
* A network of school-practice-school connections.
* Teaching and learning shifts because of ULEAD services.

### Long Term Goals: 2 Years +
* ULEAD as a valued resource for reliable tools and practice information in Utah and beyond.
* Positive student outcomes tied to practice shift due, at least in part, to ULEAD resources and services.

Anticipated actions to support these outputs and outcomes this year include:

1. Building the ULEAD Repository.
    a. Solidify partnership processes and expectations with Higher Education partners (pay for product model) including consistency of communicating opportunities.
    b. Identify outliers with data expert and determine methods of sharing outlier information.
    c. Utilize the new website effectively, including uploading all reports currently in draft or review, modifying or removing unaligned resources, and ensuring easy access and search capabilities.
    d. Working with USBE on the COVID-19 pandemic recovery outcomes to identify effective funding leading to student outcomes.

2. Create Engagement Opportunities including learning opportunities and ULEAD conference format.

    a. Develop an Innovation Cohort to foster, promote, and highlight innovative practices resulting in publishable reports during the 2023-2024 school year.
    b. Develop an Innovative Practice Cohort to initiate, coach, and report on promising practices during the 2023-2024 school year.
    c. Engage in consistent and ongoing engagement with resources in the repository including book-club style collaborative study, webinars, and presentations.
    d. Design and host the ULEAD Summit engaging practitioners and researchers together with a target date of Summer 2024.

3. Better and more consistent communication through an updated communication plan.
    a. Specific focus on communication to higher education partners on a regular basis.
    b. Design for releasing and publishing key ULEAD information such as new reports and priority topics.
    c. A more consistent system of sharing with key stakeholders including the Steering Committee.

4. Create ULEAD Standard Operating Procedures as processes become more solidified and routine.

5. Continuous monitoring and feedback cycles to ensure program objectives are met.

# LINKED
# RESOURCES

2022-2023 Program Logic Model

ULEAD Process Model

ULEAD Steering Committee Fall2022

Focus Priority Overview

Call for Proposals
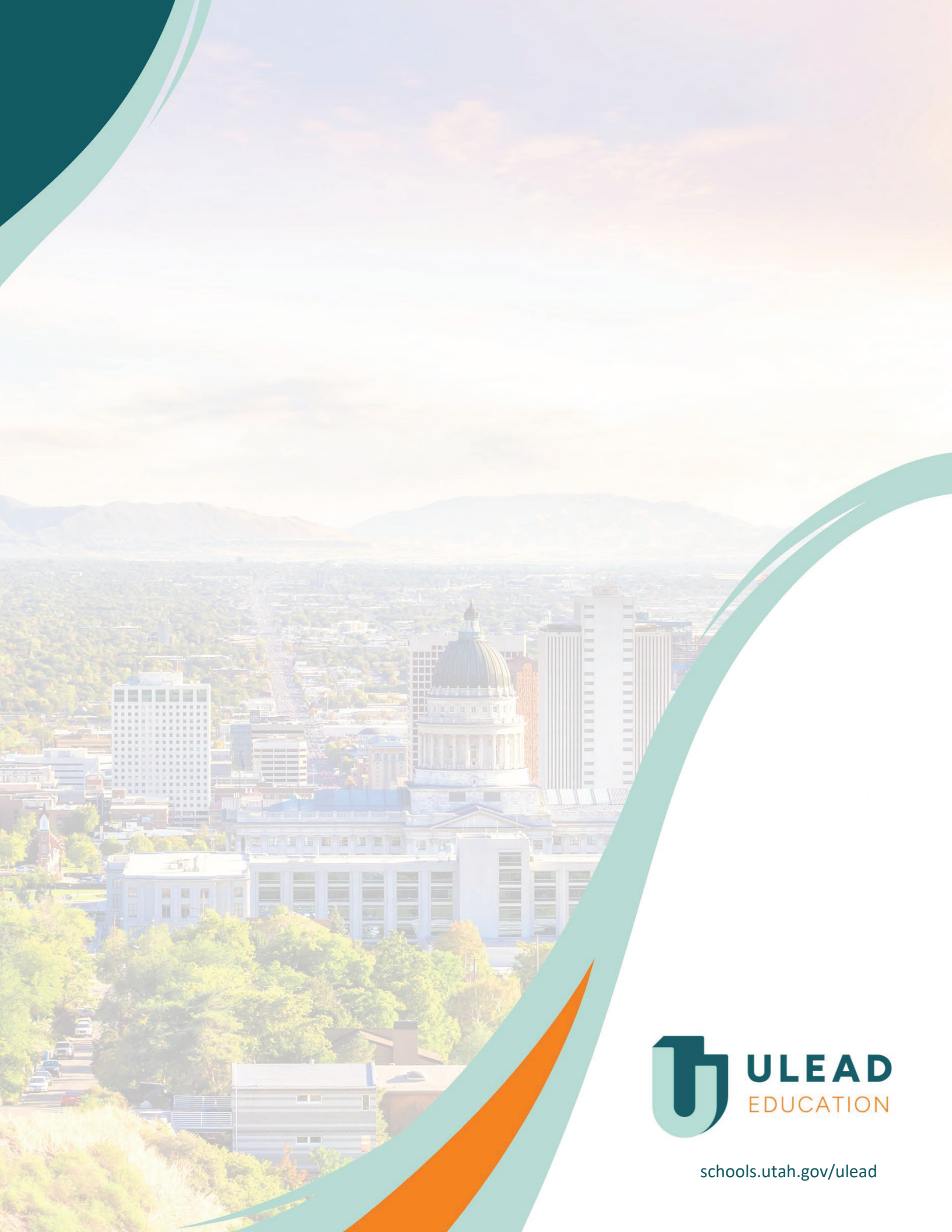
Innovative Practice Report Template for Higher Ed

2023-2024 Draft Logic Model

Attendance Innovative Practice Report

Job Satisfaction Innovative Practice Report

Technology Credentials Practitioner Praxis Report

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