

Utah Race to the Top Appendix

Attachment Title	Relevant Selection Criterion	Page #
Appendix Table of Contents	N/A	1
Appendix 1 – Utah Code, Section 53A-17a-163	V. Eligibility Requirements (b)	3
Appendix 2 – Utah Code, Section 53A-10-106	V. Eligibility Requirements (b)	4
Appendix 3 – Utah Comprehensive Reform Plan	(A)(1)(i), (A)(2)(i)(a), (B)(3), (D)(2)(ii), (E)(2)(ii)	5
Appendix 4 – Participating LEA MOU	Evidence for (A)(1)(ii)	44
Appendix 5 – Summary of stakeholder responses	(A)(2)(i)(a)	49
Appendix 6 - Table of Contents for Letters of Support and Letters of Support	Evidence for (A)(2)(ii)	52
Appendix 7 – CRT Raw data	Evidence for (A)(3)(ii)	82
Appendix 8 – MOA indicating internationally benchmarked standards	Evidence for (B)(1)(i)	88
Appendix 9 – Draft Standards	Evidence for (B)(1)(i)	91
Appendix 10 – Documentation to support internationally benchmarked standards and prep for college and careers	Evidence for (B)(1)(i)	210
Appendix 11 – List of States Participating in Standards	Evidence for (B)(1)(i)	212
Appendix 12 – Utah Code, Section 53A-1-401(1)	Evidence for (B)(1)(ii), Evidence for (D)(1)(i), Evidence for (E)(1)	214
Appendix 13 - Utah State Board of Education Rule R277-700	Evidence for (B)(1)(ii)	215
Appendix 14 – SMARTER MOU showing part of a consortium to develop high quality assessments	Evidence for (B)(2)	224
Appendix 15 – MOSAIC MOU showing part of a consortium to develop high quality assessments	Evidence for (B)(2)	226
Appendix 16 – Balanced Assessment Consortium MOU	Evidence for (B)(2)	229
Appendix 17 – Achieve Consortium MOU	Evidence for (B)(2)	235
Appendix 18 – Utah's America COMPETES Act documentation	(C)(1)	237
Appendix 19 - Utah State Code 53A-1-402(1)(a)	(D)(1)(i)	241
Appendix 20 - Utah State Board Rule 277-503-3	(D)(1)(i)	242
Appendix 21 - Utah State Board of Education Administrative Rule, R277-503-4	(D)(1)(i)	244
Appendix 22 – Utah State Board of Education Administrative Rule R277-503-4B	Evidence for (D)(1)(i)	248
Appendix 23 – Utah Code, Section 53A-60-802	Evidence for (D)(1)(i)	258
Appendix 24 - Utah Code, Section 53A-6-110	(D)(1)(i)	260
Appendix 25 – Sample of electronic credentialing and record keeping system	(D)(1)(iii)	261
Appendix 26 – Teacher Report	(D)(1)(iii)	263
Appendix 27 – Criticality Index	(D)(1)(iii)	267
Appendix 28 – Accountability Report	(D)(1)(iii)	268

Utah Race to the Top Appendix

Appendix 29 – Teacher Standards	(D)(2)(ii)	274
Appendix 30 – HB 264S	(D)(2)(ii)	283
Appendix 31 – Continuum of Support for Education Excellence	(D)(4)(i)	290
Appendix 32 – Utah State Board of Education Administrative Rule R277-114 (Draft)	Evidence for (E)(1)	293
Appendix 33 – Utah Code, Section 53A-1a-509	Evidence for (E)(1), Evidence for (F)(2)(i)	296
Appendix 34 – Utah Code, Section 53A-1a-510	Evidence for (E)(1), Evidence for (F)(2)(i)	297
Appendix 35 – Utah Code, Section 53A-1a-502.5	Evidence for (F)(2)(i)	299
Appendix 36 – Utah State Board of Education Administrative Rule R277-470	Evidence for (F)(2)(i)	300
Appendix 37 –R277-1a-513	Evidence for (F)(2)(iii)	314
Appendix 38 – Utah Code, Section 53A-21-401(5)	Evidence for (F)(2)(iii)	318
Appendix 39 – Utah Code, Section 53A-1a-519	Evidence for (F)(2)(iii)	320
Appendix 40 – Utah Code, Section 53A-1a-511(2)(a)	Evidence for (F)(3)	322
Appendix 41 – Utah Code, Section 53A-1-402(1)(e)	Evidence for (F)(3)	324
Appendix 42 – Utah Code, Section 53A-1-403.5	Evidence for (F)(3)	325
Appendix 43 – Utah Code, Section 53A-15-202	Evidence for (F)(3)	326
Appendix 44 – Utah Code, Section 53A-15-401	Evidence for (F)(3)	327
Appendix 45 – Utah Code, Section 53A-17a-120	Evidence for (F)(3)	328
Appendix 46 - Utah Code, Section 53A-15-1001	Evidence for (F)(3)	329
Appendix 47 – Budget	Section VIII	330

APPENDIX 1

53A-17a-163. Performance-based Compensation Pilot Program.

(1) The Performance-based Compensation Pilot Program is created to pilot the development and implementation of performance-based compensation plans for elementary school classroom-related staff.

(2) From monies appropriated by the Legislature for the Performance-based Compensation Pilot Program, the State Board of Education shall award grants to school districts and charter schools to develop and implement performance-based compensation plans for elementary school classroom-related staff.

(3) The State Board of Education shall:

(a) solicit proposals from school districts and charter schools for the use of grant monies to develop and implement performance-based compensation plans for elementary school classroom-related staff; and

(b) award grants on a competitive basis.

(4) To receive a grant, a school district or charter school shall submit a proposal to the State Board of Education to develop and implement a performance-based compensation plan over a two-year period as follows:

(a) In the first year, the school district or charter school shall develop, administer, and evaluate performance measures.

(b) In the second year, the school district or charter school shall administer performance measures and compensate classroom-related staff based on performance.

(c) A performance-based compensation plan shall provide that:

(i) student learning gains shall account for 40% of the maximum amount of performance-based compensation that may be awarded to an employee;

(ii) an employee's instructional quality or performance as measured by classroom observations or other instruments shall account for 40% of the maximum amount of performance-based compensation that may be awarded to an employee; and

(iii) the remaining 20% of the maximum amount that may be awarded to an employee shall include a measure of parent, student, or community satisfaction.

(d) A proposal shall include a budget and specify the amount of grant monies requested.

(e) A school district's proposal may apply to one or more elementary schools within the district.

APPENDIX 2

53A-10-106. Components of educator evaluation program.

An educator evaluation program adopted by a local school board in consultation with a committee shall include the following components:

- (1) a reliable and valid evaluation program consistent with generally accepted professional standards for personnel evaluation systems;
- (2) systematic evaluation procedures for both provisional and career educators;
- (3) the use of multiple lines of evidence, such as:
 - (a) self-evaluation;
 - (b) student and parent input;
 - (c) peer observation;
 - (d) supervisor observations;
 - (e) evidence of professional growth;
 - (f) student achievement data; and
 - (g) other indicators of instructional improvement;
- (4) a reasonable number of observation periods for an evaluation to insure adequate reliability; and
- (5) administration of an educator's evaluation by:
 - (a) the principal;
 - (b) the principal's designee;
 - (c) the educator's immediate supervisor; or
 - (d) another person specified in the evaluation program.

Utah's Comprehensive Reform Plan

January 2010



Prepared as a part of Utah's Race to the Top application and as an extension to the Utah State Board of Education's adopted goals and activities.

Table of Contents

Overview	Page 3
Utah’s Comprehensive Reform Plan Goals and Projects	
Student Outcome Goals	Page 4
Reform Area One: Adopting standards and assessments that prepare students to succeed in college and the workplace to compete in the global economy.	Page 4
Project One: New Common Core in Reading/Language Arts and in Mathematics	Page 5
Project Two: Using the Common Core Standards to Ensure Literacy	Page 6
Project Three: Using the Common Core Standards to Ensure Mathematics Literacy	Page 8
Project Four: Ensuring Postsecondary Success	Page 9
Project Five: Improving Early Learning Outcomes	Page 12
Project Six: Refinement of Utah Performance Assessment System for Students (U-PASS) Testing	Page 15
Reform Area Two: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.	Page 17
Project One: Expansion and Adaptation of State Longitudinal Data Systems (SLDS)	Page 17
Project Two: Effective Data Access for Instructional Improvement	Page 19
Project Three: Effective Data Use	Page 21
Reform Area Three: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.	Page 23
Project One: UCSEE - Utah Continuum of Support for Educator Excellence	Page 23
Part A: Teacher Leadership Pathways: Pre-Practitioner Preparation	Page 23
Part B: Teacher Leadership Pathways: Novice Practitioner	Page 25
Part C: Teacher Leadership Pathways: Developing Practitioner	Page 27
Part D: Teacher Leadership Pathways: Experienced Practitioner	Page 29
Project Two: Principal Leadership Pathway	Page 31
Project Three: Measures of Instructional Quality	Page 32
Project Four: Performance Pay Pilot Program	Page 36
Reform Area Four: Turning around our lowest-achieving schools.	Page 37
Project One: System of Support for Title I Struggling Schools	Page 37
Project Two: Preventing Low-Achieving Secondary Schools	Page 38

Overview

Utah's comprehensive Reform Plan is based on the goals adopted by the Utah State Board of Education as a part of its **Promises to Keep** effort. **Promises to Keep** is a statement of vision and mission for Utah's system of public education. The statement relies on the language of the Utah Constitution for its central premise. It is intended to provide focus to the work of the State Board of Education, the Utah State Office of Education, and all school districts, local boards of education, and charter schools within the general control and supervision of the Board.

Utah's public education system is created in the state Constitution to "secure and perpetuate" freedom. Freedom, as envisioned in the Utah Constitution, is a promise to future generations that requires:

- Citizen participation in civic and political affairs.
- Economic prosperity for the community.
- Strong moral and social values.
- Loyalty and commitment to constitutional government.

The premise of **Promises to Keep** is that there are essential, core "promises" that leaders in the public education system should be clear about with citizens of Utah; that these "promises" are made as part of the civic compact at work as the citizens of Utah give into our hands resources for the public education system; and, that citizens should have high expectations regarding our success in the essential "promised" work of public education.

Utah's public education system keeps its constitutional promise through these goals:

- A. Ensuring literacy and numeracy for all Utah children.
- B. Providing high quality instruction for all Utah children.
- C. Establishing curriculum with high standards and relevance for all Utah children.
- D. Requiring effective assessment to inform high quality instruction and accountability.

The attached table outlines Utah's comprehensive reform plan. The key activities/projects are described for each of the four reform areas. State goals, student outcomes and supporting rationales are aligned with the key activities/projects.

Student Outcome Goals

Measurable Goals:

- Beginning with baseline data from July 2009, Utah will decrease the number of K-12 students who are not at grade-level proficiency in literacy as measured by the state ESEA required CRTs per year and NAEP scores by 5% per administration.
- Beginning with baseline data from July 2009, Utah will decrease the number of K-12 students who are not at grade-level proficiency in numeracy as measured by the state ESEA CRT s and NAEP scores by 5% per year.
- Beginning with baseline data from July 2009, Utah will decrease the number of students not graduating from high school by 5% per year.
- Beginning with baseline data from July 2009, Utah will decrease the achievement gap for student subgroups. The following chart shows CRT baseline and goal percentages by subgroup:

Subgroup	Lit Baseline 2009	Lit Goal 2014	Math Baseline 2009	Math Goal 2014
Asian	84% proficient	91%	73%	84%
African American	65% proficient	79%	45%	68%
Caucasian	85% proficient	91%	73%	84%
Hispanic	60% proficient	76%	44%	67%
Native American	58% proficient	75%	42%	66%
Pacific Islander	71% proficient	83%	54%	73%
Econ Disadvantaged	69% proficient	82%	55%	73%
ELL	52% proficient	72%	41%	65%
SWD	47% proficient	69%	42%	66%

Reform Area One Goals, Projects, Timeline, Budget, Managers

Reform Area One: Adopting standards and assessments that prepare students to succeed in college and the workplace to compete in the global economy.

Federal Requirements:

1. Developing and adopting common standards.
2. Developing and implementing common, high quality assessments.
3. Supporting the transition to enhanced standards and high quality assessments.

Measurable Goals:

1. By August 2010, Utah will adopt and begin implementation of national K-12 standards in mathematics and literacy created in conjunction with the CCSSO national consortium.
2. By July 2011, Utah will develop and implement high quality instructional materials to support the adoption and implementation of the national standards.
3. By July 2012, Utah will align math and English standards between all high schools and Utah public and private institutions of higher education to increase student success in the first year of post-secondary instruction.
4. By July 2012, Utah will develop a system to monitor student enrollment in courses preparing students for

post-secondary education that will provide feedback to students, parents, and schools.

5. By 2014, Utah, working with the national consortium, will implement high quality assessments that are aligned with the standards to determine student academic achievement.

Total RTTT Budget: \$45,750,000

Project One: New Common Core in Reading/Language Arts and in Mathematics

Manager: Dr. Lynne Greenwood Total Budget: RTTT \$10,150,000

Rationale: Utah has successfully used rigorous core standards for over twenty years. The adoption of nationally recognized, relevant Common Core Standards will provide a more stable set of expectation for teachers, students, parents, higher education, and interested stakeholders. This will result in greater consistency in teacher lesson preparation, concept instruction, and improvement in student outcomes.

Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
<p>1. Adopt common core standards as developed by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).</p> <p>RTTT Budget: \$150,000</p>	<p>SEA</p> <ol style="list-style-type: none"> 1. Review & mapping of Common Core (CC) with LEAs. 2. Presentation of CC to all LEAs and stakeholders. 3. State Board of Education adoption of Common Core. 4. Presentation of implementation timeline to LEAs. 5. Complete by August 2, 2010. <p>LEA</p> <p>Sharing of information with LEA stakeholders.</p>			
<p>2. Prepare and deliver professional development to support implementation of the new Reading/Language Arts Core standards for educators, supervisors and administrators at state and regional levels. Focus on: a. integration of academic core standards used across the curriculum; b. the successful implementation of Utah's Three-Tiered model of reading instruction; c. use of best practices in reading/ language arts</p>	<p>SEA</p> <ol style="list-style-type: none"> 1. Prepare Professional Development. 2. Initial Common Core professional development for administrators, and teacher representatives. <p>LEA</p> <p>Sharing of PD efforts with local stakeholders.</p>	<p>SEA</p> <ol style="list-style-type: none"> 1. Continued Common Core PD for administrators, and teacher representatives. 2. Provide support to rural or small LEAs in delivery of PD <p>LEA</p> <p>Provide CC PD for administrators, and teachers.</p>	<p>SEA</p> <p>Targeted PD for CC</p> <p>LEA</p> <p>Local targeted PD for CC</p>	<p>SEA</p> <p>Sustaining PD for CC</p> <p>LEA</p> <p>Local sustaining PD</p>

and d. the use of promising practices related to instruction for underachieving populations. RTTT Budget: \$5,000,000				
3. Prepare and deliver professional development to support implementation of the new Mathematics core standards for educators, supervisors and administrators at state and regional levels. Focus on: a. integration of academic core standards used across the curriculum; b. the successful implementation of Utah's Three-Tiered model of mathematics instruction; c. use of best practices in mathematics and d. the use of promising practices related to instruction for underachieving populations. RTTT Budget: \$5,000,000		SEA 1. Prepare Professional Development. 2. Initial Common Core professional development for administrators, and teacher representatives. LEA Sharing of PD efforts with local stakeholders.	SEA 1. Continued Common Core PD for administrators, teacher representatives. 2. Provide support to rural or small LEAs in delivery of PD LEA Provide CC PD for administrators, and teachers.	SEA Targeted PD for CC LEA Local targeted PD for CC
Project Two: Using the Common Core Standards to Ensure Literacy for all Utah Children Manager: Dr. Reed Spencer Total Budget: \$3,950,000 Rationale: The adoption of new Common Core Standards gives the State an opportunity to address all aspects of effective delivery of reading instruction. Using lesson learned from our successful K-3 Literacy Initiative, professional development, coaching, and use of the three-tiered model of reading instruction will help us implement the new core. Expanding our literacy initiative, while implementing the new core, will help us increase our capacity to delivery high quality reading instruction, which will, in subsequent years, increase student achievement in reading/language arts, increase our high school graduation rate, and increase college enrollment.				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
1. Begin development of web-based lesson plans for reading/language arts	SEA Creation of a repository site for supporting	SEA On-going creation of Common Core	SEA Continued development and posting to	SEA Completion of repository by July 1, 2014.

<p>areas that ensure alignment across schools/classrooms regardless of variations in materials and that capture the experience and talents of master teachers and the use of best practices.</p> <p>RTTT Budget: \$400,000</p>	<p>instructional materials (e.g., lesson plans, instructional materials, “best practices” video clips).</p> <p>LEA On-going sharing of repository concept with LEA stakeholders.</p>	<p>ancillary materials for the repository.</p> <p>LEA On-going contribution to repository.</p>	<p>Common Core repository.</p> <p>LEA 1. Ongoing contribution to repository. 2. Begin using the repository.</p>	<p>LEA 1. Final contribution to repository. 2. On-going use of the repository.</p>
<p>2. Embed a reading strand into the science, social studies, healthy lifestyles and fine arts core and Career Technical Education standards.</p> <p>RTTT Budget: \$1,250,000</p>	<p>SEA 1. Form working groups to develop Literacy Strands for each identified content area. 2. Working groups develop a framework for the Literacy Strand for specific content-area literacy. 3. Working groups populate the framework for each grade and course in specific content area.</p> <p>LEA Support SEA efforts with key staff member’s participation.</p>	<p>SEA 1. Literacy strands provided to all identified content teachers. 2. High quality professional development provided on Literacy Strands to LEA representatives. 3. Input on Literacy Strands sought on a web-based format. 4. Reconvene Literacy Strand working groups in spring to revisit and refine the strands with input received from teachers.</p> <p>LEA Support SEA efforts with key staff member participation.</p>	<p>SEA 1. Full implementation. 2. Provide support to rural or small LEAs in delivery of Professional Development.</p> <p>LEA Begin implementation.</p>	<p>SEA 1. Sustaining implementation. 2. Provide support to rural or small LEAs in delivery of PD. 2. Provide support to targeted principals and coaches to strengthen implementation.</p> <p>LEA Full implementation.</p>
<p>3. Hire an adolescent literacy specialist and support staff to assist with LEA outreach, professional development, and development of common core materials.</p> <p>RTTT Budget: \$1,000,000</p>	<p>SEA Interview and hire a specialist and support staff with expertise in adolescent literacy.</p>			
<p>4. Prepare and implement recommendations for the expansion of the</p>	<p>SEA 1. Form an Adolescent Literacy working committee. 2. Create Adolescent</p>	<p>SEA 1. Distribute and pilot Adolescent Literacy standards aligned to the</p>	<p>SEA 1. Implement Adolescent Literacy standards aligned to the</p>	<p>SEA 1. Sustain Adolescent Literacy standards aligned to CC.</p>

<p>literacy initiative through eighth grade with a focus on adolescent literacy.</p> <p>RTTT Budget: \$1,200,000</p>	<p>Literacy standards aligned to the Common Core, to include a focus on standards for teaching struggling readers.</p> <p>LEA Support and participate in the development process.</p>	<p>Common Core. 2. Develop and promote courses for striving readers (those two grade levels behind in reading ability) in all secondary settings. 3. Develop professional development on the Adolescent Literacy standards and on best practices for teaching them for LEA teacher representatives.</p> <p>LEA 1. Support and participate in the development process.</p>	<p>Common Core. 2. Provide professional development on the Adolescent Literacy standards and on best practices for teaching them for LEA teacher representatives.</p> <p>LEA 1. Participate in Professional Development. 2. Offer courses for striving readers.</p>	<p>2. Sustain implementation of courses for striving readers. 3. Provide support to rural or small LEAs in delivery of PD.</p> <p>LEA 1. Begin local PD and implementation of Adolescent Literacy standards. 2. Sustain courses for striving readers.</p>
<p>5. Continue to support the work of the Family Literacy Centers and the use of ELL software to assist students with acquisition of English academic language skills and increase reading/language arts proficiency.</p> <p>RTTT Budget: \$100,000</p>	<p>SEA 1. Provide sharing and networking opportunities for Family Literacy Center personnel to help all use the most effective practices. 2. Construct and implement data-gathering protocols to measure the effectiveness of the program.</p> <p>LEA Sharing of current efforts and selection of future sites.</p>	<p>SEA 1. Provide sharing and networking opportunities for Family Literacy Center personnel to help all use the most effective practices. 2. Construct and implement data-gathering protocols to measure the effectiveness of the program.</p> <p>LEA Initial implementation of program at additional sites.</p>	<p>SEA Assistance to LEAs as needed</p> <p>LEA On-going implementation at designated sites.</p>	<p>SEA Assistance to LEAs as needed.</p> <p>LEA On-going implementation at designated sites.</p>
<p>Project Three: Using the Common Core Standards to Ensure Mathematics Literacy for all Utah Children</p> <p>Manager: Diana Suddreth Total Budget: \$2,250,000</p> <p>Rationale: The adoption of new Common Core Standards gives the State an opportunity to address all aspects of effective delivery of mathematics instruction. Using lesson learned from our successful 4-6 Mathematics Initiative, professional development and coaching will help us implement the new Core. Expanding our mathematics initiative, while implementing the new core, will help us increase our capacity to delivery high quality mathematics instruction, which will, in subsequent years, increase student achievement in mathematics, increase our high school graduation rate, and increase college enrollment.</p>				
<p>Activities</p>	<p>2010-2011 SEA/LEA Activities</p>	<p>2012 SEA/LEA</p>	<p>2013 SEA/LEA</p>	<p>2014 SEA/LEA</p>

		Activities	Activities	Activities
<p>1. Begin development of web-based lesson plans for mathematics that ensure alignment across schools/classrooms regardless of variations in materials and that capture the experience and talents of master teachers and the use of best practices.</p> <p>RTTT Budget: \$400,000</p>		<p>SEA Creation of a repository site for supporting instructional materials (e.g., lesson plans, instructional materials, “best practices” video clips).</p> <p>LEA On-going sharing of repository concept with LEA stakeholders.</p>	<p>SEA On-going creation of Common Core repository for supporting instructional materials.</p> <p>LEA On-going contribution to repository.</p>	<p>SEA Continued development and posting to Common Core repository.</p> <p>LEA 1. Ongoing contribution to repository. 2. Begin using the repository.</p>
<p>2. Create rigorous and relevant math courses that are an alternative to the traditional calculus track, while avoiding the “historic” problem of “dumbing down”.</p> <p>RTTT Budget: \$500,000</p>	<p>SEA With input from LEAs, industry and higher education partners, design rigorous and relevant courses that can be taken for credit during the senior year of high school.</p>	<p>SEA Prepare and deliver professional development in the content and pedagogy of the new courses.</p> <p>LEA Participate in professional development.</p>	<p>SEA Provide support for implementation of the new courses, including distance learning opportunities for smaller and rural LEAs.</p> <p>LEA Begin offering new courses.</p>	<p>SEA Ongoing support.</p> <p>LEA Ongoing implementation.</p>
<p>3. Prepare and implement recommendations for a state K-6 mathematics initiative and an Algebra mathematics initiative.</p> <p>RTTT Budget: \$1,350,000</p>	<p>SEA Form a mathematics strategic planning task-force to develop a K-6 mathematics initiative and an Algebra initiative.</p> <p>LEA Participate with SEA.</p>	<p>SEA Form a development group to design appropriate professional development and resources for initiative implementation.</p> <p>LEA Participate with SEA.</p>	<p>SEA 1. Begin professional development for LEA teacher and principal representatives.</p> <p>LEA Implement and participate in evaluation of initiatives.</p>	<p>SEA Continue professional development for LEA teacher and principal representatives, implementation and evaluation of initiatives.</p> <p>LEA Continue implementation and participate in evaluation of initiatives.</p>
<p>Project Four: Ensuring Postsecondary Success Manager: To be hired Total Budget: \$4,800,000 Rationale: Utah has implemented many successful initiatives designed to help secondary students prepare for college and careers. Collapsing and enhancing these initiatives into a statewide system will help Utah deliver the core in a manner that leads greater student engagement, higher levels of achievement, and horizontal and vertical coordination between school levels and higher education.</p>				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities

<p>1. Hire a project manager and support staff.</p> <p>RTTT Budget: \$1,000,000</p>	<p>SEA Work with a broad-based committee to hire a project director and support staff.</p>			
<p>2. Create annual information for students and parents regarding career and college pathways and aligned coursework beginning at the end of sixth grade and continuing through twelfth grade.</p> <p>RTTT Budget: \$500,000</p>	<p>SEA Form a broad-based committee to develop a career pathway initiative that includes a parent and student web site, annual guides and post secondary pathway tracking and commitment materials.</p>	<p>SEA 1. Establish professional development for guidance counselors increasing their knowledge of pathways and enhancing their ability to communicate pathway information to families. 2. Post the parent & student website, distribute guides and assist LEAs in using the pathway commitment materials.</p> <p>LEA Participate in PD, link to SEA web site, distribute guides and assist parents and students in using the pathway commitment materials.</p>	<p>SEA Maintain career pathway initiative and update guides as needed.</p> <p>LEA Continue implementation.</p>	<p>SEA On-going implementation.</p> <p>LEA On-going implementation.</p>
<p>3. Revise and add academic pathways to the career pathway materials.</p> <p>RTTT Budget: \$500,000</p>	<p>SEA Form committees to begin analysis of academic pathways and determine format</p> <p>LEA Participate and support project</p>	<p>SEA Continue development of pathway project for CTE and Academic pathways</p> <p>LEA Participate and support project</p>	<p>SEA Complete pathway project</p> <p>LEA Provide implementation.</p>	<p>SEA Provide web access to pathways for all students and parents</p> <p>LEA Provide ongoing support to parents and students.</p>
<p>4. Work with LEAs and Higher Education to advise and initiate secondary renewal and reform.</p>	<p>SEA 1. Work with struggling secondary schools and others identified by LEAs. 2. Identify and disseminate</p>	<p>SEA On-going efforts.</p>	<p>SEA One-going efforts.</p>	<p>SEA On-going efforts.</p>

RTTT Budget: \$400,000	information about effective high schools, transition issues and college readiness.			
5. Continue coordination with Higher Education to ensure that dual enrollment and concurrent enrollment courses that may lead to an Associate Degree (AD) are offered. Develop at least five areas of emphasis for ADs that include sufficient flexibility to accommodate academic and career technical education issues. RTTT Budget: 0	SEA 1. Work with Higher Education partners to maintain and enhance the Concurrent enrollment Program. 2. Establish working agreements on Associate Degree offerings for high school students in five areas of emphasis.			
6. Using lessons learned from Utah's highly effective AP program, work with two high need LEA's to ensure that disadvantaged subgroups have quality access to AP and concurrent enrollment programs. RTTT Budget: \$1,000,000	SEA 1. Analyze data regarding course taking patterns and access to AP and concurrent enrollment programs for disadvantaged subgroups in two high need LEAs. 2. With the assistance of College Board, create a plan to address access to AP and concurrent enrollment programs for disadvantaged subgroups in the LEAs high schools. Identified LEAs Participate in development of SEA plan.	SEA Provide support to the two LEAs in implementing the plan LEA Implement the plan	SEA Monitor on-going progress of implementation and evaluate success. LEA Implement the plan and make adjustments as necessary.	SEA On-going monitoring. LEA On-going implementation.
7. Coordinate with Higher Education to review and ensure that English and Mathematics are vertically and horizontally aligned, and that other current	SEA 1. Continue working with business representatives and Higher Education to determine any needed courses and to align current courses for career and college	SEA Provide support for implementation of the new courses, including distance learning opportunities for smaller and rural LEAs.	SEA Ongoing support. LEA Ongoing implementation.	SEA Ongoing support. LEA Ongoing implementation.

courses required for graduation are aligned to student needs for career and college readiness. RTTT Funds: 0	readiness.	LEA Begin offering new courses.		
8 Review the data and reports from current STEM initiatives and propose continued, enhanced, or new initiatives, including CTE, that increase student participation in the study of STEM fields. RTTT Budget: \$1,000,000	SEA 1. Analyze data regarding current STEM readiness and participation.	SEA 1. Review the data and reports from current STEM initiatives and propose 2. Determine a model for enhanced, as well as new initiatives to increase student participation in the study of STEM fields.	SEA Pilot enhanced and new initiatives to increase student participation in the study of STEM fields.	SEA Implement enhanced and new initiatives to increase student participation in the study of STEM fields.
9. Work with business, industry and higher education partners to define needs for a quality workforce and develop instruction to support acquisition of skills to meet those needs. RTTT Budget: \$400,000	SEA Conduct a statewide study of workforce preparation to ascertain the skills required for students to be successful in the workforce. LEA Support SEA efforts	SEA Analyze data and work with business and industry to develop a 6 year plan to address acquisition of critical skills for workforce preparation. LEA Utilize statewide data in developing local plans for acquisition of critical skills identified by business and industry.	SEA Provide professional development and collaborate with business and industry in the plan implementation at the state, region, and local level with workforce and higher education partners. LEA Implement local plans for acquisition of critical skills identified by business and industry.	SEA Collaborate with business and industry in the plan implementation at the state, region, and local level with workforce and higher education partners. LEA Implement local plans for acquisition of critical skills identified by business and industry.
Project Five: Improving Early Learning Outcomes Manager: Dr. Reed Spencer Total Budget: \$3,200,000 Rationale: The foundation for success in reading and mathematics begins before kindergarten. This is especially true for economically disadvantaged students, English language learners, and students with disabilities. As we have learned from our Optional Extended Day Kindergarten Initiative, early intervention at the pre-school level is essential to narrowing achievement gaps.				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
1. Review the data and reports from the Utah K-3 Reading initiative.	SEA Identify common data-gathering protocols for both student	SEA 1. Implement common data-gathering protocols	SEA 1. Implement common data-gathering	SEA On-going support LEA

<p>Use data to identify and replicate high performing projects and practices.</p> <p>RTTT Budget: \$400,000</p>	<p>achievement and program practices.</p> <p>LEA Support the K-3 program support and participate in the development of protocols.</p>	<p>for both student achievement and program practices.</p> <p>2. Provide guidance and support for principals and coaches for monitoring and driving best practices into every classroom.</p> <p>LEA Provide ongoing support and participation.</p>	<p>protocols for both student achievement and program practices.</p> <p>2. Provide guidance and support for principals and coaches for monitoring and driving best practices into every classroom.</p> <p>LEA Provide support and ongoing participation as well as initiate local efforts.</p>	<p>Ongoing participation</p>
<p>2. Maintain full-day kindergarten for eligible students. Use data to identify and replicate high performing projects and practices.</p> <p>RTTT Budget: \$400,000</p>	<p>SEA 1. Provide extended or full-day kindergarten to students who are eligible for it. 2. Identify common data-gathering protocols for both student achievement and effective practices.</p> <p>LEA Support e the full-day K program, support and participate in the development of protocols</p>	<p>SEA 1. Provide extended or full-day kindergarten to students who are eligible for it. 2. Implement common data-gathering protocols for both student achievement and effective practices. 3. Provide ongoing professional development in how to make a full day of kindergarten most effective for students, including sharing and networking opportunities for teachers.</p> <p>LEA Provide ongoing support and participation in implementing protocols and PD.</p>	<p>SEA 1. Provide extended or full-day kindergarten to students who are eligible for it. 2. Implement common data-gathering protocols for both student achievement and effective practices. 3. Provide ongoing professional development in how to make a full day of kindergarten most effective for students, including sharing and networking opportunities for teachers.</p> <p>LEA 1. Provide ongoing support and participation with SEA in implementing protocols, PD, and networking.</p>	<p>SEA On-going support.</p> <p>LEA On-going participation.</p>
<p>3 Support early intervention programs for high need Pre-K</p>	<p>SEA 1. Form a Pre-K Advisory Committee</p>	<p>SEA 1. Implement recommendations</p>	<p>SEA 1. Provide ongoing monitoring and</p>	<p>SEA 1. Provide ongoing</p>

<p>children. Review the data and reports from the UPSTART Early Learning initiative, CTE sponsored pre-schools and other state preschool programs. Make recommendations for changes or for adoption of successful practices by LEAs.</p> <p>RTTT Budget: \$400,000</p>	<p>reflective of all stakeholders to evaluate and make recommendations statewide.</p> <p>2. Provide ongoing monitoring and possible expansion of UPSTART Early Learning Initiative (in-home computer-based preparation for school success).</p> <p>3. Provide common professional development and assessment protocols for CTE-based and private providers.</p> <p>LEA Participate and support SEA.</p>	<p>of Pre-K Advisory Committee.</p> <p>2. Select or develop common assessment procedures.</p> <p>2. Provide ongoing monitoring and possible expansion of UPSTART Early Learning Initiative.</p> <p>3. Provide professional development focused on interventions and instruction for high-risk populations of Pre-K children.</p> <p>LEA Participate, monitor and support SEA.</p>	<p>possible expansion of UPSTART Early Learning Initiative.</p> <p>2. Develop a web site containing guidance for school readiness preparation and support for all Pre-K providers.</p> <p>LEA Participate, monitor and support SEA, as well as well as provide LEA leadership and guidance.</p>	<p>monitoring and possible expansion of UPSTART Early Learning Initiative.</p> <p>2. Ongoing monitoring and implementation.</p> <p>LEA Provide LEA leadership and guidance</p>
<p>4. Develop and distribute Pre-K academic standards.</p> <p>RTTT Budget: \$1,000,000</p>	<p>SEA 1. Using the Pre-K academic preparation committee described in 4 above, develop standards/guidelines to assist all providers of services to Pre-K children to strengthen their instruction in school readiness skills.</p> <p>LEA Participate and support.</p>	<p>SEA 1. Distribute and pilot standards/guidelines.</p> <p>2. Provide professional development.</p> <p>LEA Participate and support.</p>	<p>SEA 1. Fully implement standards and guidelines.</p> <p>2. Provide professional development.</p> <p>LEA Participate and support and provide LEA guidance.</p>	<p>SEA 1. Maintain and promote use of standards/guidelines.</p> <p>2. Provide professional development.</p> <p>LEA Participate and support and provide LEA leadership and guidance.</p>
<p>5. Hire an Early Childhood Specialist and support staff.</p> <p>RTTT Budget: \$1,000,000</p>	<p>SEA Work with a broad-based committee to hire a project director and support staff.</p>			
<p>Project Six: Refinement of Utah Performance Assessment System for Students (U-PASS) Testing Manager: John Jesse Total Budget: 21,400,000 Rationale: Utah has successfully used rigorous core assessments for over twenty years. The adoption of nationally recognized, relevant Common Core State Standards will require development and adoption of assessments that align with the new standards.</p>				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
1. Design and	SEA Common Assessments	SEA Common	SEA Common	SEA Common

<p>implement summative testing systems and high quality assessments that are aligned to the new Common Core State standards and that will evaluate both student growth and status.</p> <p>RTTT Budget: 0 Other Funds: Common Assessment Consortium Grant</p>	<p>Consortium work for Language Arts and Math (Item writing, item alignment, item piloting, statistical analysis)</p>	<p>Assessments Consortium work for Language Arts and Math (Item writing, item alignment, item piloting, statistical analysis)</p>	<p>Assessments Implemented for Language Arts and Math (assessment pilots)</p> <p>LEA Participate in new Language Arts and Math assessment pilots</p>	<p>Assessments Implemented for Language Arts and Math (full implementation)</p> <p>LEA Participate in new Language Arts and Math assessments</p>
<p>2. Design and implement infrastructure that facilitates testing systems that use computer technology.</p> <p>RTTT Budget: \$13,000,000 Other Funds: National Telecom Information Agency Grant</p>	<p>SEA 1. Common Assessments Consortium work for Language Arts and Math (framework and plan for specific software requirements) 2. Working with the Utah Education Network (UEN) provide the technology infrastructure needed to link needy LEAs to the network at broadband speed.</p>	<p>SEA Common Assessments Consortium work for Language Arts and Math (software development and piloting) 2. Provide jumpstart technology grants to help needy LEAs acquire the computers they need for on-line testing.</p>	<p>SEA Common Assessments Implemented for Language Arts and Math (continued piloting, revising, and beginning of implementation)</p> <p>LEA Participate in new Language Arts and Math assessment pilots</p>	<p>SEA Common Assessments Implemented for Language Arts and Math (full implementation)</p> <p>LEA Participate in new Language Arts and Math assessments</p>
<p>3. Continue the current testing pilot.</p> <p>RTTT Budget: 0</p>	<p>SEA & Pilot LEAS Increase the implementation and continue to evaluate the success of the testing pilots</p>	<p>SEA & Pilot LEAS Increase the implementation and continue to evaluate the success of the testing pilots</p>	<p>SEA & Pilot LEAS Increase the implementation and continue to evaluate the success of the testing pilots</p>	<p>SEA & Pilot LEAS Increase the implementation and continue to evaluate the success of the testing pilots</p>
<p>4. Revise the high school “exit” exam requirements. Consider using a combination of CRTs, Explore, Plan and the ACT for all students.</p> <p>RTTT Budget: 0</p>	<p>SEA Design new “exit” exam requirements.</p>	<p>SEA & LEAs Implement improved “exit” exam requirements.</p>	<p>SEA & LEAs Continue the improved “exit” exam requirements.</p>	<p>SEA & LEAs Continue the improved “exit” exam requirements.</p>
<p>5. Participate in the formative and interim assessment consortium while expanding informal, ongoing formative assessment of math and reading in all schools.</p>	<p>SEA Update the current Utah formative assessment tool (UTIPS) to allow for interim assessments, an increased item bank allowed to common</p>	<p>SEA Begin Professional Development for all LEAs on UTIPS.</p> <p>LEA Participate in Professional</p>	<p>SEA Continue expanding the item bank and continued professional development.</p>	<p>SEA Continue expanding the item bank and continued professional development.</p>

RTTT Budget: \$3,000,000 Other Funds: State	core standards, data linked to state SIS system.	Development on UTIPS.	LEA Continue use of UTPS and other formative assessments.	LEA Continue use of UTPS and other formative assessments.
6. Create a common, standard Kindergarten entry and post assessment. RTTT Budget: \$400,000	SEA Develop and pilot a common kindergarten assessment to be used at both the entry of kindergarten and as a post test. LEA Review assessment.	SEA Conduct statistical procedures on test (i.e. item analyses, etc.) to refine and improve effectiveness. LEA Pilot assessment.	SEA. 1. Full implementation. 2. Ongoing data analyses. Full implementation and monitoring of new programs. LEA Implement assessment.	SEA 1. Full implementation. 2. Ongoing data analyses. LEA Maintain assessment.
7. Expand and refine assessment systems for students with disabilities and English Language Learners. RTTT Budget: \$5,000,000	SEA 1. Explore and implement an assessment system for ELL students. 2. Develop an improved assessment system for students with disabilities. 3. Provide PD for LEAs in the new assessments. LEA 1. Participate in PD. 2. Begin using new tests.	SEA 1. Implement an assessment system for ELL students. 2. Implement an improved assessment system for students with disabilities. 3. Provide PD for LEAs in the new assessments. LEA 1. Participate in PD. 2. Begin using new tests.	SEA 1. Implement an assessment system for ELL students. 2. Implement an improved assessment system for students with disabilities. 3. Provide PD for LEAs in the new assessments. 4. Analyze data to improve assessments and student performance. LEA 1. Participate in PD. 2. Begin using new tests.	SEA 1. Implement an assessment system for ELL students. 2. Implement an improved assessment system for students with disabilities. 3. Provide PD for LEAs in the new assessments. 4. Analyze data to improve assessments and student performance. LEA 1. Participate in PD. 2. Begin using new tests.

Reform Area Two Goals, Projects, Timeline, Budget, Managers

Reform Area Two: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

Federal Requirements:

1. Fully implementing a statewide longitudinal data system.
2. Accessing and using State data.
3. Using data to improve instruction.

Measurable Goals:

1. By December 2014, Utah will fully implement a state-wide, high-quality longitudinal data and assessment system to measure the academic achievement of students and link their achievement to educator readiness and preparation.
2. By December 2014, all participating LEAs will implement professional learning communities at the school level to support the effective use of student data to inform instruction.
3. By December 2014, all LEA data teams, including at minimum superintendents, curriculum directors and assessment directors, will participate in professional development in using the statewide data and create a plan for ongoing LEA training on the system.

Total RTTT Budget: \$19,500,000

Project One: Expansion and Adaptation of State Longitudinal Data Systems (SLDS)

Manager: John Brandt

Budget: \$7,000,000

Rationale: Utah has a P-20 longitudinal data system that meets most of the America COMPETES required elements. In its ARRA/2009 SLDS grant application (#384A1000056) Utah has applied for funds to enhance its existing SLDS capabilities and data elements. The first four activities under this project summarize the SLDS grant application outcomes.

Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
1. The Utah ARRA/2009 SLDS grant application brings several state agencies together, first to share their de-identified data, and then to coordinate analyses and research using those data. This work allows the partner agencies to answer questions about their policies, programs and practices. The questions include, but are not limited to, those asked by the American Recovery and Reinvestment Act (ARRA), Institute of Educational Sciences (IES), SLDS grants program; the ARRA, Race to the Top (RtT);	SEA The USOE will work with partner state agencies to build necessary data infrastructure to conduct data analysis and research.	SEA The USOE and partner agencies will populate data share and begin analysis and research.	SEA The USOE and partner agencies will continue to expand data sharing and individual and collaborative data analysis and research.	

and the State Fiscal Stabilization Fund (SFSF) assurances. RTTT Budget; 0 Other Funds: SLDS Grant \$7,467,814				
2. Improve vertical SSID/SIS integration through automated assignment of statewide student identifiers to supplement and replace current batch system. RTTT Budget: 0 Other Funds: SLDS Grant \$600,000	SEA/LEA The USOE and LEAs will modify systems to accommodate the new automated processes.	SEA/LEA The USOE and LEAs will test and begin using the system.	SEA/LEA The USOE and LEAs will continue to use and perfect the system.	SEA/LEA On-going use.
3. Add disciplinary data to the Utah eTranscript and Records Exchange system. RTTT Budget: 0 Other Funds: SLDS Grant \$170,000	SEA The USOE will hire a contractor and lead UTREx and SIS modifications.	SEA/LEA The LEAs will begin reporting and the USOE will begin using the data in ED Facts etc.	SEA/LEA The LEAs will continue reporting and the USOE will continue using the data.	SEA/LEA On-going use.
4. Expand pre-kindergarten data collections and incorporation into the USOE data warehouse. RTTT Budget: 0 Other Funds: SLDS Grant \$148,750	SEA The USOE will hire a contractor and lead system modifications.	SEA/LEA The LEAs will begin reporting and the USOE will begin using the data.	SEA/LEA The LEAs will continue reporting, the USOE will analyze the data.	SEA/LEA On-going use.
5. Support the collection and analysis of non-cognitive data. RTTT Budget: Other Funds: \$650,000	SEA The USOE with the University of Utah will hire a contractor and lead UTREx modifications.	SEA/LEA LEAs will report the data for the first time and the USOE will share data with the U. of U. researchers.	SEA/LEA The LEAs continue reporting, and data analysis is expanded to postsecondary and workforce services.	SEA/LEA On-going use
6. The USOE needs to introduce new data elements to allow connections between measures of quality	SEA The USOE will hire contractors and lead UTREx and SIS	SEA/LEA Testing of the data collections from the LEAs will begin and the data	SEA/LEA The LEAs will continue reporting and the USOE will continue using the	SEA/LEA On-going use.

<p>their instructional practices, decision-making, professional development activities and overall effectiveness.</p> <p>RTTT Budget: \$1,000,000 Other Funds:</p>				
<p>2. Ensure that the state data management tool allows data from multiple sources to be integrated together for effective decision making.</p> <p>RTTT Budget: \$4,500,000 Other Funds:</p>	<p>SEA Collaboration with the Data Management Tool vendor, LEA Student Information Systems, and the State Data Warehouse to develop the utility that allows data from multiple sources to be integrated.</p>	<p>SEA Implement the full capability of the tool that allows for integration of multiple data elements.</p>	<p>SEA Implement the full capability of the tool that allows for integration of multiple data elements.</p>	<p>SEA Implement the full capability of the tool that allows for integration of multiple data elements.</p>
<p>3. Ensure that the data management tool allows for local data collection that is unique to the LEA to be included in the data set available to Stakeholders.</p> <p>RTTT Budget: \$2,500,000 Other Funds:</p>	<p>SEA Collaboration with the Data Management Tool vendor, LEA Student Information Systems, and the State Data Warehouse to develop the utility that allows data from LEAs to be integrated.</p>	<p>SEA Implement the full capability of the tool that allows for data from LEAs to be integrated.</p>	<p>SEA Implement the full capability of the tool that allows for data from LEAs to be integrated.</p>	<p>SEA Implement the full capability of the tool that allows for data from LEAs to be integrated.</p>
<p>4. Ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the</p>	<p>SEA/LEA Expand SEA & LEA partnerships with local universities, and increase data analysis available on LEA and SEA websites.</p>	<p>SEA/LEA Expand SEA & LEA partnerships with local universities, and increase data analysis available on LEA and SEA websites.</p>	<p>SEA/LEA Expand SEA & LEA partnerships with local universities, and increase data analysis available on LEA and SEA websites.</p>	<p>SEA/LEA Expand SEA & LEA partnerships with local universities, and increase data analysis available on LEA and SEA websites.</p>

<p>continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.</p> <p>RTTT Budget: 0 Other Funds: Longitudinal Data Grant.</p>				
<p>Project Three: Effective Data Use</p> <p>Manger: Dr. Judy Park Budget: \$4,500,000</p> <p>Rationale: Using lessons learned from Utah's Data Institute, this project will increase Utah's capacity to provide district administrators, principals, and teachers with the skills, knowledge, dispositions they need to use data effectively.</p>				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
<p>1. Provide professional development to LEA's in the use of data to inform instruction.</p> <p>RTTT Budget: \$2,500,000 Other Funds:</p>	<p>SEA 1. Implement multi-session Principal Data Institute at the LEA level for 30% of LEAs 2. Develop electronic data training modules.</p> <p>LEA Participate in LEA training.</p>	<p>SEA 1. Implement multi-session Principal Data Institute at the LEA level for 50% of LEAs. Provide 2nd year Institute support for the original 30%. 2. Expand the electronic data training modules and provide continuing support.</p> <p>LEA Participate in LEA training.</p>	<p>SEA 1. Implement multi-session Principal Data Institute at the LEA level for remaining 20% of LEAs. Provide 3rd year Institute support for the original 30%, and provide 2nd year support for the 50%. 2. Provide on-going support for the electronic data training modules.</p> <p>LEA Participate in LEA training</p>	<p>SEA 1. Provide 3rd year Institute support for the original 50%, and provide 2nd year support for the 20%. 2. Provide on-going support for the electronic data training modules.</p> <p>LEA Participate in LEA training</p>
<p>2. Develop and provide support for LEA's and struggling schools in the use of professional learning communities and school improvement strategies.</p> <p>RTTT Budget: \$1,500,000 Other Funds:</p>	<p>SEA Develop the specific strategies for individualized Data Consultation through the Data Mentor Program (30 Data Mentors).</p>	<p>SEA Implement the specific strategies for the individualized Data Consultation through the Data Mentor Program (30 Data Mentors).</p>	<p>SEA Implement the specific strategies for the individualized Data Consultation through the Data Mentor Program (30 Data Mentors).</p>	<p>SEA Implement the specific strategies for the individualized Data Consultation through the Data Mentor Program (30 Data Mentors).</p>
<p>3. Develop and provide professional</p>	<p>SEA Conduct summit on</p>	<p>SEA Provide</p>	<p>SEA Provide professional</p>	<p>SEA Provide professional</p>

development for understanding and using at risk, dropout and graduation data. RTTT Budget: \$500,000 Other Funds:	at risk, dropout and graduation data. LEA Evaluate at risk, dropout and graduation data and develop plans to improve data and services to students	professional development and technical assistance to LEAs regarding data and best practices. LEA Develop a plan for improving programs for at risk, drop out and graduation using data.	development and technical assistance to LEAs regarding data and best practices. LEA Implement plans for improving programs for at risk, drop out and graduation using data.	development and technical assistance to LEAs regarding data and best practices. LEA Implement a plan for improving programs for at risk, drop out and graduation using data.
---	---	--	--	---

Reform Area Three Goals, Projects, Timeline, Budget, Managers

Reform Area Three: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

- Federal Requirements:**
- 1. Providing high-quality pathways for aspiring teachers and principals.**
 - 2. Improving teacher and principal effectiveness based on performance, including growth.**
 - 3. Ensuring equitable distribution of effective teachers and principals.**
 - 4. Improving the effectiveness of teacher and principal evaluation programs.**
 - 5. Providing effective support to teachers and principals.**

Measurable Goals:

1. By December 2014, a new statewide continuum of support for developing and practicing teachers and principals will be implemented.
2. By December 2014, Utah's K-12 teachers will participate in LEA evaluation systems that require the use of high-quality instructional strategies as evidenced by appropriate and approved measures of quality instruction (including observations of teaching, student growth data, and stakeholder evaluation).
3. By December 2014, all participating LEAs will have in place a system by which effective and highly effective teachers and principals are identified by the schools and LEAs in which they work.
4. By December 2014, all participating LEAs will have in place a system by which ineffective teachers and principals are identified by the schools and LEAs in which they work and are remediated or terminated.

RTTT Budget: \$30,600,000

Other Funds:

Project One: UCSEE - Utah Continuum of Support for Educator Excellence

Manager: Dr. Sydnee Dickson

RTTT Budget: \$15,700,000

Rationale: Utah is in the process of establishing a statewide continuum of support for developing and practicing teachers and principals. This initiative will help ensure that Utah students have access to high quality instruction in

every classroom and effective and highly effective teachers and principals.				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
Project One Part A: Teacher Leadership Pathways: Pre-Practitioner Preparation				
<p>1. Develop and implement State Board of Education teacher preparation program approval standards to augment current approval by NCATE and TEAC and ensure quality in all teacher preparation programs in Utah. Standards will focus on millennial teachers, 21st Century Learners, robust field experiences, pedagogy embedded in content. Approval process will include accountability measures, timelines, and performance expectations.</p> <p>RTTT Budget: \$1,000,000 Other Funds:</p>	<p>SEA 1. Development activities in collaboration with Institutions of Higher Education (IHEs) and other stakeholders. 2. Hire a project coordinator for Pre-Practitioner activities.</p>	<p>SEA Implementation activities by IHEs with technical assistance from SEA.</p>	<p>SEA Travel expenses to monitor compliance on site.</p>	<p>SEA Monitoring through multiple data sources.</p>
<p>2. Adopt statewide performance assessment as an exit requirement from teacher preparation program.</p> <p>RTTT Budget: \$1,000,000 Other Funds:</p>	<p>SEA Development of performance assessment with ETS.</p>	<p>SEA Professional development for IHEs and LEAs to implement assessment.</p>	<p>SEA Initial implementation with IHEs.</p>	<p>SEA Analysis of instructional performance in classrooms connected to new cohort of graduates.</p> <p>LEA Assist in data collection and analysis.</p>
<p>3. Implement a pilot resident professional development school (PDS) model for resident teacher preparation including co-teaching</p>	<p>SEA Initial pilot with University of Utah U of U), Salt Lake Community College (SLCC) and Salt Lake School District</p>	<p>SEA Full implementation of PDS resident model with SLSD, U of U and SLCC.</p> <p>LEA</p>	<p>SEA Evaluation and retooling based on data from initial phase of implementation.</p>	<p>SEA Transition leadership of project to U of U College of Education.</p>

<p>assignments, internships, and job-embedded coursework.</p> <p>RTTT Budget: \$700,000 Other Funds:</p>	<p>SLSD).</p> <p>LEA Salt Lake School District will work with U of U and SLCC to provide intensive clinical experience for resident teachers.</p>	<p>Expand school sites for resident teachers as participation in PDS project.</p>	<p>LEA Participate in data collection.</p>	
<p>4. Continue the use of the Utah State Office of Education Alternative Route (ARL) to Licensure Program and expand support for ARL candidates in urban, suburban and rural settings by developing cohort support by mentors, online and hybrid coursework provided onsite, and additional support to rural areas by regional service centers.</p> <p>Replicate Granite School District cohort of support for ARL teachers who are obtaining their license.</p> <p>RTTT Budget: \$500,000 Other Funds:</p>	<p>SEA 1. Provide startup funding for additional sites to develop support systems for ARL candidates. 2. Create online coursework for ARL candidates.</p> <p>LEA Work with SEA to develop cohorts of ARL candidates in need of support services.</p>	<p>SEA Work with Regional Service Centers to support ARL candidates in rural settings.</p> <p>LEA Provide professional development opportunities in collaboration with Regional Service Centers, SEA and IHEs.</p>	<p>SEA Work with three Regional Service Centers to support ARL candidates in rural settings.</p> <p>LEA Provide access to services for ARL candidates to engage in PD leading to full licensure and Highly Qualified Teacher (HQT) status.</p>	<p>SEA Transition leadership for ARL support to Regional Service Centers in rural settings and LEAs in suburban settings.</p> <p>LEA Maintain mentoring and coursework for ARL cohorts as part of ongoing mentoring and induction efforts.</p>

Project One Part B: Teacher Leadership Pathways: Novice Practitioner

Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
<p>1. Provide a pilot program for university and LEAs to provide collaborative induction support as a seamless transition to full licensure.</p> <p>RTTT Budget; \$2,000,000 Other Funds:</p>	<p>SEA 1. Development activities including travel to onsite IHE/LEA collaborative models.</p> <p>LEA Collaborate with IHEs to co-develop</p>	<p>SEA Lead statewide implementation efforts of pilot program with several LEAs and IHEs.</p> <p>LEA Engage in pilot program with IHE to provide seamless induction support for better retention and</p>	<p>SEA Conduct 2nd year of pilot program.</p> <p>LEA Engage in 2nd year of program with IHE to provide</p>	<p>SEA Implementation of program for all IHEs.</p> <p>LEA Increase LEA participation as all IHEs engage in</p>

	seamless induction support including professional portfolio, mentoring, coursework as needed and coaching in instructional standards.	quality instruction in every classroom.	seamless induction support for better retention and quality instruction in every classroom.	model.
2. Provide startup funds for LEAs to improve induction programs that include released time to work with trained mentors, reduced class loads and reduced non-classroom assignments. RTTT Budget: \$2,000,000 Other Funds:	SEA 1. Development of RFP for LEAs to procure funding to develop improved induction plans 2. Provide training to LEAs for development and submission of RFP (may be webinar based for equal access by all LEAs) LEA Develop plan to improve induction support for new teachers based on standards set forth by SEA.	SEA Select applicants for funding for initial planning, professional development and improvement of induction support LEA Selected LEAs participate in professional development and planning activities for implementation of plans.	SEA Provide technical assistance for implementation of improved induction plans including measures for sustainability. LEA First year of implementation for improved induction support for all new teachers.	SEA Analyze data, including retention rates and student learning to determine success of induction models. LEA Collaborate with SEA to determine success of improved induction models.
3. Expand rural outreach for educators to meet HQT requirements through online coursework, online communities of support and other resources with minimal cost to the participants. RTTT Budget: \$1,200,000 Other Funds:	SEA Development of online coursework, networking with IHEs and other providers. LEA Collaborate with SEA and IHEs in development of online coursework for rural educators to obtain HQ status.	SEA Provide technical assistance to IHEs and other online providers as well as assisting LEAs in their efforts to help all rural educators become HQT in their assignments. LEA Provide access and support for educators engaging in online coursework for HQT status.	SEA Provide technical assistance to IHEs and other online providers as well as assisting LEAs in their efforts to help all rural educators become HQT in their assignments. LEA Provide access and support for educators engaging in online coursework for HQT status.	SEA Provide technical assistance to IHEs and other online providers as well as assisting LEAs in their efforts to help all rural educators become HQT in their assignments. LEA Provide access and support for educators engaging in online coursework for HQT status As numbers of non-HQT teachers decrease, transition online support for instructional improvement.

<p>4. Administer the Teaching and Working Conditions Survey statewide in order to improve learning environments for students and retention rates for Utah educators.</p> <p>RTTT Budget: \$500,000 Other Funds:</p>	<p>SEA 1. Work with New Teacher Center to develop Survey. 2. Build capacity for implementation through outreach activities.</p> <p>LEA Cooperate with SEA in getting buy in from educators to implement survey and use findings to improve working conditions for all educators.</p>	<p>SEA Administer online Teacher Working Conditions Survey.</p> <p>LEA Fully participate in implementation of survey.</p>	<p>SEA 1. Analyze results and develop training materials for sharing data 2. Provide technical assistance to LEAs as they strive to use data.</p> <p>LEA Participate in sharing of data and make policy changes to address findings from survey.</p>	<p>SEA 1. Address policy changes that may arise at state level from survey data 2. Provide technical assistance to LEAs based on their desired improvements.</p> <p>LEA Continue to support improvements in working conditions based on findings from survey.</p>
<p>5. Implement statewide equitable distribution plans and monitor compliance to ensure that all students have access to highly qualified and highly experienced teachers.</p> <p>RTTT Budget: 0 Other Funds: Part of Title 2a requirements.</p>	<p>SEA 1. Require an equitable distribution plan as part of overall LEA Utah Consolidated Application (UCA).</p> <p>LEA Develop and submit equitable distribution plan to ensure that economically disadvantaged and minority children are not taught by inexperienced and under-qualified teachers at a higher rate than their white, middle-class counterparts.</p>	<p>SEA 1. Provide technical assistance for yearly plans 2. Monitor ED plans at desk level and on site visits.</p> <p>LEA Ensure that plans submitted as part of UCA are carried out; including changing policy for transfer of teachers; providing incentives and ongoing professional development.</p>	<p>SEA 1. Provide technical assistance for yearly plans. 2. Monitor ED plans at desk level and on site visits.</p> <p>LEA Ensure that plans submitted as part of UCA are carried out; including changing policy for transfer of teachers; providing incentives and ongoing professional development.</p>	<p>SEA 1. Provide technical assistance for yearly plans. 2. Monitor ED plans at desk level and on site visits. Travel costs for onsite monitoring.</p> <p>LEA Ensure that plans submitted as part of UCA are carried out; including changing policy for transfer of teachers; providing incentives and ongoing professional development.</p>

Project One Part C: Teacher Leadership Pathways: Developing Practitioner

Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
<p>1. Adopt high quality professional development standards to ensure that professional learning for all educators is results in</p>	<p>SEA 1. Ensure State Board adoption of Professional Development Standards. 2. Provide technical</p>	<p>SEA Build capacity in LEAs to ensure that LEA personnel are engaging educators in high quality professional development leading to</p>	<p>SEA Provide ongoing technical assistance to ensure statewide use of PD Standards</p>	<p>SEA Provide ongoing technical support and monitor implementation of Board adopted PD Standards</p>

<p>positive changes in student learning.</p> <p>RTTT Budget: \$2,000,000 Other Funds:</p>	<p>assistance through professional development and accompanying toolkit to build LEA capacity.</p> <p>3. Hire project coordinator to assist SEA and LEAs with activities to support developing practitioners and teacher leaders.</p> <p>LEA Select LEA representatives work with SEA to aide in Board adoption and development of toolkit and other resources.</p>	<p>improved instruction and student learning</p> <p>LEA Engage with SEA in using standards to ensure that PD efforts are high quality and result in change in instructional practice and increase student learning.</p>	<p>LEA Adopt local board policy associated with standards based PD to ensure that all PD funds are used to improve instructional practices and increase student learning.</p>	<p>LEA Monitor use of PD standards at district and local level to ensure PD results in positive change in instruction and student learning.</p>
<p>2. Develop resources for LEAs to provide standards based professional development models (i.e. learning teams, coaching, and peer evaluation).</p> <p>RTTT Budget: \$1,000,000 Other Funds:</p>	<p>SEA Develop resources and provide support to help LEAs in providing opportunities for teachers with career advancement and leadership.</p> <p>LEA Select LEA representatives to help in development of models and support activities.</p>	<p>SEA Dissemination of resources and technical assistance to LEAs willing to participate in distributed leadership models.</p> <p>LEA Participate in pilot programs of distributed leadership and career advancement models.</p>	<p>SEA Provide ongoing technical assistance to LEAs participating in pilot project.</p> <p>LEA 2nd year of pilot participation by select LEAs.</p>	<p>SEA Monitoring of effectiveness of LEA models with analysis and reporting.</p> <p>LEA Assist SEA in data collection, analysis and reporting of findings from pilot project.</p>
<p>3. Provide standards and innovation configurations (ICS) for effective professional learning communities to ensure that the work is focused on student learning and improving instruction.</p> <p>RTTT Budget: \$200,000 Other Funds:</p>	<p>SEA Development of ICS to determine effectiveness of current learning community models.</p> <p>LEA Participate in development and dissemination of ICS and evaluation tools.</p>	<p>SEA Provide Professional Development for use of ICs and evaluation tools.</p> <p>LEA Participate in use of ICs and evaluation tools if learning community models are in place.</p>	<p>SEA Provide technical assistance including resource materials and professional development based on results of using ICs for targeted improvement in the use of Learning Communities.</p> <p>LEA Determine where to target efforts of improvement with</p>	<p>SEA Provide ongoing technical assistance for advancement of effective use of Learning Communities to improve student learning.</p> <p>LEA Use data from ICs to advance</p>

			Learning Communities based on use of ICs.	effective us of Learning Communities to improve student learning.
<p>4. Implement the professional development NSDC Standards Assessment Inventory (SAI) to establish baseline information regarding the effectiveness of current statewide professional development efforts.</p> <p>RTTT Budget: \$200,000 Other Funds:</p>		<p>SEA Engage LEAs in capacity building activities (setting the stage using the adoption of new PD Standards).</p> <p>LEA Participate in activities to learn about benefits of implementing SAI.</p>	<p>SEA 1. Conduct NSDC Standards Inventory Survey (SAI). 2. Analysis of SAI results 3. Share results with LEAs.</p> <p>LEA Participate in SAI with high rates of return.</p>	<p>SEA 1. Provide technical assistance based on findings from SAI. 2. Continue to model and promoting best PD practices through existing venues.</p> <p>LEA Use findings from SAI to improve PD practices.</p>

Project One Part D: Teacher Leadership Pathways: Experienced Practitioner

Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
<p>1. Adopt a new teacher leader licensure level with accompanying performance standards, performance assessment, coursework and criteria for advancement.</p> <p>RTTT Budget: \$500,000 Other Funds:</p>	<p>SEA Work with key stakeholders (form teacher leader advisory board) to develop teacher leader license with accompanying performance standards, performance assessment, coursework and criteria for advancement.</p> <p>LEA Engage with SEA to develop teacher leader continuum of standards, policies and practices.</p>	<p>SEA Continue development work, including policy adoption in Board Rule and begin initiation work with LEAs through outreach activities and communication plan.</p> <p>LEA All LEAs engage with SEA to adopt teacher leader support practices and policies.</p>	<p>SEA Pilot phase with 30 teacher leaders, using adopted standards, assessments and resources.</p> <p>LEA Provide support for teacher leaders engaged in pilot phase of project.</p>	<p>SEA Engage in full implementation for all LEAs and teacher leaders.</p> <p>LEA Provide support for all teacher leaders engaged in leadership activities and licensure efforts.</p>
<p>2. Develop cadre of teacher leaders in using formative assessment to improve student learning (Keeping</p>	<p>SEA Select cadre of teacher leaders to begin pilot phase of Keeping Learning on Track.</p>	<p>SEA Support teacher leader cadre in 2nd year of pilot phase of KLT.</p>	<p>SEA Expand cadre of teachers to engage larger group of educators in using formative</p>	<p>SEA Support implementation with technical assistance to ensure that LEAs</p>

Rationale: Utah recognizes that the key to sustaining high quality instruction in every classroom is the school principal. Developing a continuum of support beginning with quality principal preparation and continuing support will ensure that principals will have the skills, knowledge, and dispositions they need to be effective instructional leaders. This will help ensure that Utah students have access to high quality instruction in every classroom.				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
<p>1. Improve administrator preparation programs through: development of state standards that include a strong focus on instructional leadership and the use of data to increase achievement; and review and revision of entrance requirements into principal preparation programs.</p> <p>RTTT Budget: \$1,000,000 Other Funds:</p>	<p>SEA 1. Engage with IHEs and LEAs in developing standards for instructional leadership preparation programs. 2. Hire a principal leadership coordinator team.</p> <p>LEA Select representatives participate in development activities.</p>	<p>SEA Implementation of standards in Board Rule and Practice.</p>	<p>SEA Monitor IHE school administrator preparation programs for compliance with program standards.</p>	<p>SEA Ongoing monitoring and technical assistance.</p> <p>LEA Assist SEA in data collection and analysis of improvement of instructional leadership practices of principal candidates from revised programs.</p>
<p>2. Work with LEAs to develop and implement collaborative induction and coaching programs for principals.</p> <p>RTTT Budget: \$1,000,000 Other Funds:</p>	<p>SEA Collaborate with IHEs and LEAs to develop models of effective induction for new principals.</p> <p>LEA Work with SEA and IHEs to develop models of seamless collaborative (IHE and LEA) induction.</p>	<p>SEA Provide technical support for IHEs to work with LEAs in adopting improved induction models that engage both the IHE and the LEA in the process.</p> <p>LEA Adopt model of collaborative induction for new principals.</p>	<p>SEA Provide technical support for IHEs to work with LEAs implementing improved induction models that engage both the IHE and the LEA in the process.</p> <p>LEA Implement collaborative induction model for new principals in order to improve instructional leadership practices.</p>	<p>SEA Assess effectiveness of collaborative induction models for principals.</p> <p>LEA Assist in analysis of collaborative induction model for new principals.</p>
<p>3. Develop and implement principal standards of practice, focused on instructional leadership.</p> <p>RTTT Budget:</p>	<p>SEA Engage stakeholders in development of instructional leadership standards for practicing principals.</p>	<p>SEA Adopt standards in Board Rule and initiate adoption at LEA level.</p>	<p>SEA Provide technical assistance to LEAs to ensure that instructional standards are being utilized in professional</p>	<p>SEA 1. Monitor and evaluate effectiveness of instructional leadership standards initiatives</p>

<p>\$500,000 Other Funds:</p>	<p>LEA Select members from IHEs help develop practicing principal standards of instructional leadership.</p>	<p>LEA Engage with SEA to promote use of instructional leadership standards for practicing principals.</p>	<p>development support, policies, and evaluation practices. LEA Engage in full implementation of instructional leadership standards for practicing principals.</p>	<p>2. Provide technical assistance to LEAs as needed LEA Implement standards and participate in ongoing evaluation of the use of standards.</p>
<p>4. Provide high quality professional development including online communities, face to face instruction and regional academies, for practicing principals to ensure instructional leadership practices are in place to improve instruction for all students. RTTT Budget: \$1,000,000 Other Funds:</p>	<p>SEA 1. Assist LEAs in developing models of professional development to improve instructional leadership practices. 2. Focus on efforts for rural principals through online professional development, online learning communities and support through Regional Service Centers. LEA Engage with SEA in developing effective professional development models to promote instructional leadership practices that result in teacher quality and higher levels of student learning.</p>	<p>SEA Assist LEAs in implementing PD models for instructional leadership with practicing administrators. LEA Provide effective professional development for practicing administrators to become more effective in instructional leadership practices.</p>	<p>SEA Provide ongoing technical assistance as needed. LEA Provide effective professional development for practicing administrators to become more effective in instructional leadership practices.</p>	<p>SEA Provide ongoing technical assistance as needed. LEA Provide effective professional development for practicing administrators to become more effective in instructional leadership practices.</p>
<p>Project Three: Measures of Instructional Quality Manager: Dr. Martell Menlove RTTT Budget: \$9,600,000 Rationale: Utah's current evaluation system requires that teachers and principals be evaluated every three years based on performance. This system is used to inform full certification retention, tenure, and potential removal from the profession. This project will add measures of student growth and measures of instructional quality. It will also change evaluations to annual evaluations, inform professional development, and be used to fairly inform compensation and promotion.</p>				
<p>Activities</p>	<p>2010-2011 SEA/LEA Activities</p>	<p>2012 SEA/LEA Activities</p>	<p>2013 SEA/LEA Activities</p>	<p>2014 SEA/LEA Activities</p>

<p>1. Create model tools to facilitate measurement of instructional quality and provide technical assistance for LEA adaptation and implementation.</p> <p>RTTT Budget: \$2,000,000 Other Funds:</p>	<p>SEA</p> <ol style="list-style-type: none"> Engage in laser-like focus on best instructional practices; work with experts in the field to develop a toolkit based on research. Hire an expert in educator evaluation and measures of instructional quality to act as program coordinator. Create a model quality instruction evaluation tool for LEAs to support their work in instructional improvement and teacher evaluation. The tool will be technology ready and be used for multiple short observation and information gathering activities. <p>LEA</p> <p>Various stakeholders work with SEA to develop the instructional practices toolkit and model evaluation instrument.</p>	<p>SEA</p> <ol style="list-style-type: none"> Adopt the use of the instructional improvement toolkit as related to Utah Professional Teaching Standards and Educator Evaluation Framework in Board Rule. Provide technical assistance to pilot LEAs as they use the new measures of quality instruction tools. <p>LEA</p> <ol style="list-style-type: none"> Various LEAs will engage in pilot phase of the model quality instruction evaluation tool. All LEAs will use SEA Framework to ensure evaluation practices are aligned with Board Rule. Engage with SEA to implement instructional practice tools and professional development support as related to Evaluation Framework. 	<p>SEA</p> <ol style="list-style-type: none"> Provide ongoing professional development in use of Instructional Practices Toolkit as related to Standards and Framework and model evaluation tool. <p>LEA</p> <p>Full implementation of outlined research-based instructional practices and accompanying tools.</p>	<p>SEA</p> <ol style="list-style-type: none"> Monitor effectiveness through analysis of improved practices and student achievement data. <p>LEA</p> <p>Full implementation of outlined research-based instructional practices and accompanying tools.</p>
<p>2. Develop and implement a statewide framework for annual teacher evaluation that includes parental input, student growth, and measures of instructional quality.</p> <p>RTTT Budget: \$1,000,000 Other Funds:</p>	<p>SEA</p> <ol style="list-style-type: none"> Collaborate with key stakeholders to develop a statewide evaluation framework that includes multiple measures of instructional effectiveness and stakeholder satisfaction. Ensure that the framework is aligned with Utah State Code on educator evaluation. <p>LEA</p>	<p>SEA</p> <ol style="list-style-type: none"> Adopt the use of the Utah Professional Teaching Standards and Educator Evaluation Framework in Board Rule. Develop materials and professional development activities to ensure compliance and implementation fidelity of new educator evaluation framework. <p>LEA</p> <p>Revise LEA educator evaluation system where needed to ensure</p>	<p>SEA</p> <ol style="list-style-type: none"> Monitor LEAs to ensure compliance with new framework and tenets of updated Board Rule. Provide support through materials and professional development for LEAs working on implementation Assist LEA's in purchasing net books or handhelds for collection of data 	<p>SEA</p> <ol style="list-style-type: none"> Continue to monitor LEAs to ensure compliance with new framework and tenets of updated Board Rule. Provide support through materials and professional development for LEAs working on implementation. <p>LEA</p> <ol style="list-style-type: none"> Monitor schools and principals to

	Participate with SEA in stakeholder focus groups and a drafting committee to develop an evaluation framework for improved instruction.	compliance with updated Board Rule and focused attention to measuring instructional effectiveness through multiple measures.	on instructional measures. LEA 1. Implement revisions to LEA educator evaluation system based on updated Board Rule. 2. Engage with SEA to access resources and professional development where needed.	ensure fidelity of implementation of updated evaluation systems. 2. Engage with SEA to access resources and professional development where needed.
3. Revise the Utah Professional Teaching Standards to incorporate measures of instructional quality, stages of career development, expectations for student growth, and rubrics for evaluation. RTTT Budget: \$100,000 Other Funds:	SEA Work with multiple stakeholder (i.e. IHEs, HR Directors, LEA EYE Coordinators, Charter Directors, USOE) to update standards. LEA Participate in development activities.	SEA Finalize standards, adopt in Board rule, create and distribute support materials, provide professional development to LEAs. LEA Participate in distribution of materials and professional development.	SEA Analyze USOE policies, practices and materials to ensure that new standards are embedded in all documents and materials related to educator quality. LEA Ensure that all PD efforts are based on updated standards.	
4. Combine the services of two current vendors (On Track and School and PD360) to provide models of instructional excellence including video vignettes, online communities and online resources. RTTT Budget: \$1,500,000 Other Funds:	SEA 1. Integrate and implement use of OnTrack professional development tracking system and PD360 online professional development and learning communities for statewide implementation. 2. Provide professional development for LEA representatives to ensure appropriate use of system. LEA 1. Initiate use of OnTrack and PD360	SEA 1. Monitor statewide use of OnTrack and PD360. 2. Provide reports for LEA regarding use of system. 3. Adjust system based on usage reports and feedback from LEAs. LEA 1. Engage with regional service centers to ensure that OnTrack is being used and that PD is being tracked to help with HQT and licensure requirements. 2. Modify use of system based on feedback from educators (users).	SEA Monitor and update both OnTrack and PD360 based on new materials and feedback from users. LEA 1. Monitor use of OnTrack and PD360 and inform SEA of needed updates and modifications	SEA Monitor and update both OnTrack and PD360 based on new materials and feedback from users. LEA 1. Monitor use of OnTrack and PD360 and inform SEA of needed updates and modifications

	by providing instruction in its use to all principals. 2. Rural LEAs use system to track mentoring activities and engage in online learning communities.			
5. Create a state framework for principal evaluation; focused on instructional leadership, with technical support and professional development for effective implementation. RTTT Budget: \$1,000,000 Other Funds:	SEA 1. Development activities with various stakeholders to develop a principal evaluation framework and an accompanying model Principal Performance Assessment. LEA Various stakeholders will engage with SEA in principal performance development activities.	SEA 1. Adopt framework for principal evaluation in Board Rule. 2. Provide technical assistance to LEAs as they compare current practice with the framework and update systems of support where needed. 3. Implement Principal Performance Assessment with pilot LEAs. LEA 1. Various LEAs will engage in pilot phase of use Principal Performance Assessment. 2. All LEAs will use SEA Framework to ensure evaluation practices are aligned with Board Rule.	SEA Provide technical assistance to LEAs. LEA 1. All LEAs will implement the Framework. 2. LEAs will choose to use the model Principal Performance Assessment or modify one to fit the framework. 3. Provide ongoing PD to principals to ensure they have the support needed to improve practices.	SEA Ongoing monitoring of implementation efforts. LEA 1. All LEAs continue to implement Framework and use of a Principal Performance Assessment based on the framework. 2. Provide ongoing PD to principals to ensure they have the support needed to improve practices.
Project Four: Performance Pay Pilot Program				
Manager: Dr. Sydnee Dickson RTTT Budget: \$1,800,000				
Rationale: Utah will continue its performance pay pilot program using state and local funds. This program is helping Utah recruit, reward, and retain effective teachers with a balance between measures of student achievement, instructional quality and community and parent satisfaction.				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
1. Analyze the data and results from the Differentiated Compensation pilots and prepare and implement recommendations. RTTT Budget: \$1,000,000	SEA 1. Lead, support and monitor 2 nd year of Performance Pay Pilot Project. 2. Conduct analysis with support of TQCC, WestEd and Utah Policy Center to develop recommendations	SEA 1. Continue pilot implementation . 2. Develop framework based on pilot project to be adopted in Board Rule and state policy where necessary. LEA	SEA 1. Continue pilot implementation . 2. Continue to engage in monitoring efforts and analysis of effectiveness.	SEA Provide ongoing professional development and technical assistance to LEAs engaged in performance pay reform efforts.

Other Funds:	for statewide performance pay policy. LEA Five LEAs currently engaged in Performance Pay Pilot implementation of plans developed in 2009-2010.	Continue implementation	LEA Continue implementation	LEA Full implementation of performance pay reform by participating LEAs.
2. Continue using the Public Education Job Enhancement Program (PEJEP) program to increase the number and percentage of effective teachers teaching mathematics, science, technology, and special education. RTTT Budget: \$800,000 Other Funds:	SEA Examine PEJEP policy and practices to include differentiated pay as a strategy for attracting and retaining quality teachers to shortage areas in math, science and special education. LEA Participate with SEA to explore addition of differentiated pay for hard to fill positions; especially in the areas of math and science.	SEA Add pay differential component to policy and practice of PEJEP. LEA Participate with SEA in implementation activities.	SEA 1. Monitor effectiveness of PEJEP differentiated pay initiative. 2. Monitor both the quality of math and science teachers as well as change in critical shortage data. LEA Participate with SEA in monitoring and analysis activities.	SEA Transition to additional funding from legislature to PEJEP fund based on successful recruitment and retention data as well as student achievement data.

Reform Area Four Goals, Projects, Timeline, Budget, Managers

<p>Reform Area Four: Turning around our lowest-achieving schools.</p> <p>Federal Requirements: 1. Intervening in the lowest-achieving schools. 2. Turning around the lowest-achieving schools.</p> <p>Measurable Goals:</p> <ol style="list-style-type: none"> 1. All Title 1 schools identified as persistently lowest achieving will immediately begin one of the four school intervention models. 2. By July 2010, Utah will have a system in place to identify secondary non-Title 1 schools that are at risk of becoming persistently lowest achieving and begin school improvement intervention. <p>RTTT Budget: \$5,000,000 Other Funds:</p> <p>Project One: System of Support for Title I Struggling Schools</p>
--

Manager: Karl Wilson		Budget:		
Rationale: Utah will continue its established System of Support for Title I School Improvement Schools using Title I School Improvement and ARRA School Improvement Grant funds. This program is helping to turn around Utah Title I schools by focusing resources on research based strategies that lead to increased achievement.				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
1. In accordance with the ARRA RTTT guidelines the state will identify the lowest-achieving Title I schools. RTTT Budget: 0 Other Funds:	SEA Review of AYP determinations.			
2. The Utah State Office of Education will work with LEAs to implement the Utah Title I System of Support for identified Title I schools. RTTT Budget: 0 Other Funds: School Improvement grant for each school \$200,000 each	SEA Provide SEA support. LEAs with Title I schools in need of improvement 1. Establish school leadership teams Select members of the School Support Team (SST). 2. Conduct school appraisal. 3. Revise school improvement plan 4. Implement plan and monitor progress.	SEA Provide SEA support. LEAs with Title I schools in need of improvement 1. Establish school leadership teams Select members of the School Support Team (SST). 2. Conduct school appraisal. 3. Revise school improvement plan 4. Implement plan and monitor progress.	SEA Provide SEA support. LEAs with Title I schools in need of improvement 1. Establish school leadership teams Select members of the School Support Team (SST). 2. Conduct school appraisal. 3. Revise school improvement plan 4. Implement plan and monitor progress.	SEA Provide SEA support. LEAs with Title I schools in need of improvement 1. Establish school leadership teams Select members of the School Support Team (SST). 2. Conduct school appraisal. 3. Revise school improvement plan 4. Implement plan and monitor progress.
3. The Utah State Office of Education will work with LEAs to implement a higher level of mandatory SEA support for identified Title I schools that have not made significant progress. RTTT Budget: 0 Other Funds: Additional \$225,000 School Improvement grant for each school	SEA If these strategies do not result in significant improvement, schools continue to implement strategies in activity #2 and receive mandatory SEA support. LEAs with Title I schools in need of improvement who do not improve. 1. Conduct a thorough	SEA If these strategies do not result in significant improvement, schools continue to implement strategies in activity #2 and receive mandatory SEA support. LEAs with Title I schools in need of improvement who do not improve. 1. Conduct a thorough	SEA If these strategies do not result in significant improvement, schools continue to implement strategies in activity #2 and receive mandatory SEA support. LEAs with Title I schools in need of improvement who do not improve. 1. Conduct a thorough	SEA If these strategies do not result in significant improvement, schools continue to implement strategies in activity #2 and receive mandatory SEA support. LEAs with Title I schools in need of improvement who do not improve. 1. Conduct a thorough

	Instructional Audit. 2. Implement Instructional Coaching.			
4. In accordance with the ARRA RTTT guidelines the state will support turning around those schools that do not significantly respond to the Utah Title I System of Support by implementing one of the four school intervention models. RTTT Funds: 0 Budget: Minimum of \$500,000 school improvement grant for each school.	SEA/LEA The LEA and SEA will collaboratively select which intervention model is most appropriate for the school community. LEAs with Title I schools in need of improvement who do not improve. 1. The LEA will develop a plan and apply for the Title I ARRA school improvement grant. 2. The LEA will implement one of the four school intervention models.	SEA/LEA The LEA and SEA will collaboratively select which intervention model is most appropriate for the school community. LEAs with Title I schools in need of improvement who do not improve. 1. The LEA will develop a plan and apply for the Title I ARRA school improvement grant. 2. The LEA will implement one of the four school intervention models.	SEA/LEA The LEA and SEA will collaboratively select which intervention model is most appropriate for the school community. LEAs with Title I schools in need of improvement who do not improve. 1. The LEA will develop a plan and apply for the Title I ARRA school improvement grant. 2. The LEA will implement one of the four school intervention models.	SEA/LEA The LEA and SEA will collaboratively select which intervention model is most appropriate for the school community. LEAs with Title I schools in need of improvement who do not improve. 1. The LEA will develop a plan and apply for the Title I ARRA school improvement grant. 2. The LEA will implement one of the four school intervention models.
Project Two: Preventing Low-Achieving Secondary Schools				
Manager: Karl Wilson Budget:				
Rationale: Utah's System of Support has been very effective in preventing Title I schools from reaching the persistently low-performing schools designation. Utah will use the lessons learned and RTTT funding to prevent select non-Title I secondary schools from becoming persistently low-performing schools.				
Activities	2010-2011 SEA/LEA Activities	2012 SEA/LEA Activities	2013 SEA/LEA Activities	2014 SEA/LEA Activities
1. Identify secondary schools that are at risk of becoming persistently low achieving schools. RTTT Funds: 0 Other Funds: Part of on-going Title One efforts	SEA Annual review of achievement results (language arts and mathematics achievement and graduation rate).	SEA Annual review of achievement results (language arts and mathematics achievement, and graduation rate).	SEA Annual review of achievement results (language arts and mathematics achievement, and graduation rate).	SEA Annual review of achievement results (language arts and mathematics achievement, and graduation rate).
2. Using Utah's State System of Support process, ensure that these schools complete and implement a comprehensive school improvement plan, form and utilize	SEA 1. SEA provides training and support. SEA, LEA, and school 1. Establish RTTT school improvement	SEA 1. SEA provides training and support. LEA, and school Continue implementation of plan and monitor	SEA 1. SEA provides training and support. LEA, and school Continue implementation of plan and monitor	SEA 1. SEA provides training and support. LEA, and school Continue implementation of plan and monitor

<p>professional learning communities effectively, address and pursue rigorous efforts in the desired student outcomes and the three other reform areas, demonstrate school commitment by signing an MOU that includes a binding agreement to fully comply with the terms and conditions and scope of work description of the state plan and contains signatures from the LEA superintendent, principal, teacher leader representative, and local school community council president.</p> <p>RTTT Budget: \$5,000,000 Other Funds: School Improvement grants</p>	<p>MOU. 2. Establish school leadership teams. 3. Select members of the School Support Team (SST). 4. Conduct school appraisal. 5. Begin work with Utah State/Brigham Young University Leadership academy. 6. Revise school improvement plan. 6. Begin implementation of plan and monitor progress.</p>	<p>progress.</p>	<p>progress.</p>	<p>progress.</p>
<p>3. Utah will support turning around struggling secondary schools by requiring LEAs to allow the schools to create the conditions for reform and innovation by providing them with the flexibility and autonomy in (1) selecting staff, (2) implementing new structures and formats for the school day, school schedule, or school year, (3) control the school's budget, (4) provide comprehensive services to high need students, (5) create school climate and culture that remove obstacles and actively support student</p>	<p>SEA Require LEAs with SEA identified struggling schools to allow the schools flexibility and autonomy as stated in the project.</p> <p>LEA Allow the identified struggling schools the flexibility and autonomy stated in the project.</p>	<p>SEA Require LEAs with SEA identified struggling schools to allow the schools flexibility and autonomy as stated in the project.</p> <p>LEA Allow the identified struggling schools the flexibility and autonomy stated in the project.</p>	<p>SEA Require LEAs with SEA identified struggling schools to allow the schools flexibility and autonomy as stated in the project.</p> <p>LEA Allow the identified struggling schools the flexibility and autonomy stated in the project.</p>	<p>SEA Require LEAs with SEA identified struggling schools to allow the schools flexibility and autonomy as stated in the project.</p> <p>LEA Allow the identified struggling schools the flexibility and autonomy stated in the project.</p>

<p>engagement and achievement, and (6) implement strategies that actively engage families and communities in supporting the academic success of their students.</p> <p>RTTT Budget: 0 Other Funds: not needed</p>				
---	--	--	--	--



Participating LEA Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is entered into by and between the Utah Board of Education and _____ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State’s Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA’s portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II;
- 3) Provide feedback on the LEA’s status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
A. State Success Factors		
The LEAs will set and reach ambitious yet achievable goals, overall and by student subgroup:		
(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA		
(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;		
(c) Increasing high school graduation rates (as defined in this notice); and		
(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year’s worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.		
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
F. State Reform Efforts		
Participate fully in State reform efforts.		

For the Participating LEA

For the State

Authorized LEA Signature/Date

Authorized State Signature/Date

Print Name/Title

Print Name/Title

Appendix 5

Summary of Stakeholder Responses

HQI

Conditions that Need to Exist	Policies or Initiatives Needed	Priorities
High quality professional development	Legislative restoration of funding for professional development	Quality professional development
Professional Learning Communities	Scheduling to support Professional Learning Communities to meet during contract time	Quality teacher preparation programs
Teacher compensation that reinforces quality instruction	Consistency in teacher preparation & licensing (reciprocity)	Competitive teacher salaries
Use of research-based instructional strategies	Supports for new and struggling teachers	Research-based instructional strategies
Consistent use of formative assessments	High expectations for student achievement	Supports for struggling students (including early intervention)
Use of data to inform instruction	Assessment results used to inform instruction	Use of common assessments
Supports for struggling students (3-Tier Model)	Student learning needs to be relevant and lead to post-secondary opportunities	
Curriculum mapping - vertical alignment	Strong emphasis on reading/language and mathematics	
Reduced class size	Interventions for struggling students	

C&CRS

Conditions that Need to Exist	Policies or Initiatives Needed	Priorities
Common expectations of high achievement	High school graduation standards that align with national standards	Rigorous standards that align with national standards (both college and careers)
Awareness of cultural/ethnic needs of all students	Valid and reliable assessment tools that show both achievement and growth	Quality assessment system that provides valid and reliable measures of college and career readiness
Rigorous standards that align with national goals and reflect Utah priorities	Quality professional development for educators	Use data to inform instructional decisions
Assessments that have validated alignment with college/career readiness	Differentiated compensation based on performance and outcomes	Shared vision among stakeholders concerning college and career readiness (strong alliances)

Assessments that move beyond content knowledge	Shared vision among stakeholders concerning college and career readiness	Differentiated instruction that meets individual student needs (supports for struggling students, additional challenge for gifted)
Supports for struggling students	Meaningful parental involvement and training	
Quality career preparation programs (including Pathways)	Interventions for struggling students	
Clearly defined PreK-20 alignment		
Meaningful parental involvement		

ISS

Conditions that Need to Exist	Policies or Initiatives Needed	Priorities
Strong collaboration among teachers and administrators that focuses on student learning	Provide instructional support for teachers (mentoring, coaching, professional development)	Identify struggling students early on and provide interventions
Strong instructional leadership	Interventions for struggling students	Provide high quality instruction
Common definition of what a "struggling school" means	Differentiated compensation based on performance and outcomes	Use data to inform instructional decisions
Highly effective teachers	An educator evaluation system that is fair and valid	Provide quality professional development in research-based instruction
Supports for teachers, including mentoring and professional development	Provide outside consultants to assist in the planning for improvement	Create an environment that encourages parental input and involvement
Effective use of data to inform instruction	Meaningful parental involvement and training	Involve all stakeholders in accountability
Culture of high expectations and success	Hold schools accountable for student outcomes	
Meaningful parental involvement		
Supports for struggling students		

SSL&N

Conditions that Need to Exist	Policies or Initiatives Needed	Priorities
Ensure high quality instruction in every classroom	Competitive compensation for teachers; opportunities to extend contracts	Provide adequate resources
Staff:student ratio allows for individualized attention	Provide instructional support for teachers (mentoring, coaching, professional development)	Provide instructional support for teachers (mentoring, coaching, professional development)

Ability to identify which students need extra help	Interventions for struggling students	Enhance student assessments aligned with the state core that inform instruction and provide accountability based on student growth
Differentiated instruction that provides supports for struggling students and challenge for gifted students	Provide common formative assessments that align with the state core curriculum	Provide high quality instruction in reading /language arts and mathematics
Supports for teachers, including mentoring and professional development	Adopt rigorous standards that align with national standards	Meaningful parent and community involvement
Effective use of data to inform instruction	Provide accountability that includes growth as well as achievement level	Provide technology to support quality instruction
Culture of high expectations and success		
A culture that encourages parental involvement		
Availability of quality preschool programs		

DUGPE

Conditions that Need to Exist	Policies or Initiatives Needed	Priorities
Clear communication	Clearly defined high expectations for students that prepare them for post-secondary opportunities	Engage in respectful dialog among stakeholders
Clearly define the role of each stakeholder group	Create mechanisms that ensure clear communication between stakeholders	Provide adequate resources
Strong collaboration	Ensure both horizontal and vertical alignment of curriculum aligned to state core curriculum	Establish and maintain clear communication
Build an environment of trust	Provide common assessments that align with the state core curriculum and facilitate formative assessments	Assess students regularly and provide support to struggling students
Establish accountability for all	Hold all stakeholder groups accountable for their role in achieving student success	
Valid and reliable assessments that align to the state core curriculum	Ensure that policies are current and support positive learning environments; eliminate unnecessary policies	
Strong commitment to student learning		
A culture that encourages parental input		

Letters of Support Table of Contents

1. Utah Board of Education President Debra Roberts
2. Utah State Governor Gary R. Herbert
3. Utah School Superintendent's Association President Ronald Wolff
4. Utah Education Association President Kim Campbell
5. Utah Association of Secondary School Principals President Todd Quarnberg
6. Utah Association of Elementary School Principal Executive Director Luana Searle
7. Utah State Governor's Education Deputy Christine Kearl
8. Utah House of Representatives Speaker of the House David Clark
9. Utah State Senate Minority Leader Dem. Patricia W. Jones
10. Utah State Charter School Board Chair Brian R. Allen
11. Utah Association of Public Charter Schools Executive Director Steven Winitzky
12. Utah Parent Teacher Association President Ilene Mecham
13. Utah Board of Regents Chair Jed H. Pitcher
14. Utah School Boards Association President Barbara Corry
15. University of Utah College of Education Dean Michael L. Hardman
16. Brigham Young University David O. McKay School of Education Dean K. Richard Young
17. Utah State University Emma Eccles Jones College of Education and Human Services Dean Carol J. Strong
18. Southern Utah University Beverly Taylor Sorenson College of Education and Human Development Dean Prent Klag
19. Utah Valley University School of Education Dean Briant J. Farnsworth
20. Weber State University Jerry and Vickie Moyes College of Education Dean Jack L. Rasmussen
21. Dixie College Department of Education Associate Dean Brenda Sabey
22. Utah College of Applied Technology President Robert O. Brems
23. Salt Lake Chamber President & CEO Lane Beattie
24. The Paiute Indian Tribe of Utah Chairwoman Jeanine Borchardt
25. Ute Indian Tribe Education Board President Raymond Murray
26. Utah State Board of Education Coalition of Minorities Advisory Committee Robert R. DePoe III
27. Utah Technology Council President & CEO Richard R. Nelson.



UTAH STATE BOARD OF EDUCATION

250 East Cesar E. Chavez Blvd.
(500 South)
P.O. Box 144200
Salt Lake City, UT
84114-4200

Voice: (801) 538-7517
Fax: (801) 538-7768
TDD: (801) 538-7876

Debra G. Roberts, Chair
Dixie L. Allen, Vice Chair

Laurel Brown
Kim Burningham
Janet A. Cannon
Leslie B. Castle
Rosanita Cespedes
Craig E. Coleman
David L. Crandall

Robert R. DePoe
Greg W. Haws
Meghan Holbrook
Douglas J. Holmes
Michael G. Jensen
Denis R. Morrill
Carol A. Murphy
C. Mark Openshaw
David L. Thomas

Larry K. Shumway, Chief Executive Officer
Twila B. Affleck, Board Secretary

January 8, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW, Room 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

In its meeting of January 7, 2010 the Utah State Board of Education unanimously adopted a motion of support for the Race to the Top application prepared under the leadership of the Utah State Office of Education. Utah's State Board of Education is a directly elected body with constitutional authority for "general control and supervision" of our state's system of public education.

The preparation of Utah's application has included a program of outreach to stakeholders across the state and across the range of interests. Regional roundtable meetings were held with hundreds of participants—teachers, parents, local school boards, local business leaders, principals, and students. Our legislature has been a collaborative partner from the beginning of the preparation of our application. We have worked closely with our teachers, principals, and superintendents. You can have confidence in the broad base of support for the reform efforts that are proposed.

Our Utah Race to the Top application is also carefully aligned to the State Board of Education's statement of vision and mission, *Promises to Keep*. Prior to the advent of ARRA and Race to the Top, Utah was well along a path of hard work to improve the quality of schools and outcomes for all students.

The mission of public education, as adopted by the State Board of Education is:

- Ensuring literacy and numeracy for all Utah children.
- Providing high quality instruction for all Utah children.
- Establishing curriculum with high standards and relevance for all Utah children.
- Requiring effective assessment to inform high quality instruction and accountability.

James Butler
January 8, 2010
Page 2

We were pleased to find that the “Core Reform Areas” enunciated in Race to the Top were very similar to the mission elements already in place in Utah.

The Utah application arises from a unique context. Our school systems are extraordinarily lean and efficient. We believe that our success in the Utah economic and fiscal environment will be a useful example that will result in important knowledge for other states in the future. We have a tradition of doing much more with less, so we think the results from a Race to the Top investment in Utah will be very valuable.

We appreciate the opportunity to work with the United States Department of Education to accomplish our Utah mission and request that you consider this application for the benefit of Utah children.

Sincerely,

A handwritten signature in black ink, appearing to read "Debra G. Roberts". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Debra G. Roberts, Chair
Utah State Board of Education



Office of the Governor

State of Utah

GARY R. HERBERT
Governor

GREG BELL
Lieutenant Governor

January 12, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Room 3E108
Washington, D.C. 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler,

It is my pleasure to write this letter of support for Utah's Race to The Top application. I reviewed our state's plan and offer my highest recommendation for the plan and our team of professionals.

Utah leads the nation in many aspects of education. Our state leads in teacher quality and credentialing, as well as data and information systems, and in the areas of curriculum and assessment. Our recommendations for accountability and assessment are cutting edge and afford state-of-the-art technology in providing information to parents and teachers.

Our state is well positioned to assist other states in education improvements and reforms. We have a strong charter school program, a voucher program for students with disabilities and a high level of participation of students in dual enrollment programs. While our per pupil spending is the lowest in the nation and our class sizes are the largest; our students perform above the national average on the ACT. Utah is getting it right!

We would be honored to be selected as a state to be recognized by receiving a Race to The Top Grant.

Sincerely,


Gary R. Herbert
Governor



Utah School Superintendents Association

Steven H. Peterson, Ed. D., Executive Director
860 East 9085 South, Sandy, UT 84094
(801) 566-1207, Fax (801) 561-4579
Email address: speterson@usba.cc

January 7, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

The Utah School Superintendents Association would like to show support for the Utah State Office of Education's Race to the Top application.

The purpose of The Utah School Superintendents Association (USSA) is:

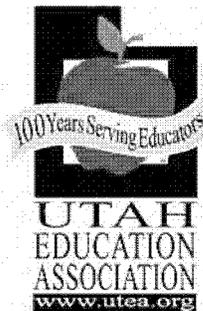
- To be an advocate for children and public education.
- To discuss current and likely future problems in public education and provide leadership on statewide educational matters.
- To provide in-service and professional growth opportunities to members.
- To cooperate with other educational groups and administrative organizations to maximize influence and for professional development.
- To actively seek and support needed legislation and funding for public education.

This grant application will provide Utah with the opportunity to provide the best education for all Utah's children.

Sincerely,

A handwritten signature in black ink that reads "Ron Wolff". The signature is fluid and cursive, with a small flourish at the end.

Supt. Ronald Wolff, President of Utah School Superintendents Asso.



Utah Education Association

Kim Campbell, President
Ellen Thompson, Vice President
Mark D. Mickelsen, Executive Director
Ryan Anderson, NEA State Director
Jesse DeHay, NEA State Director

January 14, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm that the Utah Education Association supports the Utah State Office of Education's Race to the Top application.

The UEA understands that the programs undertaken in Utah by the Race to the Top grant will be developed in collaboration with educators through the voice of their local associations and be based on solid education research which will inform policy and practice.

Supporting this grant application will allow Utah to continue to improve public education for all Utah's children and teachers. Thank you for your consideration of our request.

Sincerely,

Kim Campbell
President



Utah Association of Secondary School Principals

January 13, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

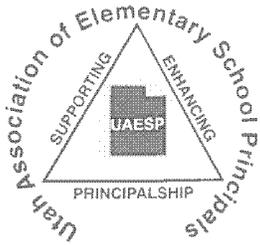
The Utah Association of Elementary School Principals (UAESP) supports this Race to the Top application from the Utah State Office of Education.

The Utah Association of Secondary School Principals is a non-profit organization, whose purpose is to ever nurture and prize the vital leadership role of the secondary school principal in improving the quality of education for Utah's children.

Please consider funding this application to assist all Utah children in their futures.

Sincerely,

Todd Quarnberg
Utah Association of Secondary School Principals



Utah Association of Elementary School Principals

250 East 500 South, P.O. Box 144200, Salt Lake City, Utah 84114-4200

Dr. Luana G. Searle, Executive Director – Kathy Jackson, Secretary

January 13, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

The Utah Association of Elementary School Principals (UAESP) supports this Race to the Top application from the Utah State Office of Education.

The mission of the National Association of Elementary School Principals (NAESP), and thereby the UAESP, is to lead in the advocacy and support for elementary and middle level principals and other education leaders in their commitment for all children.

Please consider funding this application to assist all Utah children in their futures.

Sincerely,

Luana Searle
Executive Director
Utah Association of Elementary School Principals



Office of the Governor

CHRISTINE KEARL
Deputy for Education

State of Utah

GARY R. HERBERT
Governor

GREG BELL
Lieutenant Governor

January 12, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler,

It is an honor for me to write this letter of recommendation for Utah’s application for a Race to The Top Grant. Utah is deserving of such an award and has much to share with the nation on school reforms.

Our legislature requires Utah to do more with less. We have some unique demographics with a large student population. While most States have access to property taxes for education, 70% of Utah is owned by the federal government making funding for education difficult. Utah income tax goes to support education, but 20% of the residents in Utah are K-12 student population. Given these circumstances Utah students score above the national average on the ACT. Utah does a remarkable job given the challenges.

Utah is leading the nation in many respects. We have a robust information and data collection system. Utah is well connected and implements a unique student identifier connecting PreK to 20. Utah is also leading the nation with assessment reform, providing immediate feedback to teachers to drive instruction.

Utah would be honored to be selected as a State to be recognized in receiving a Race to The Top Grant and look forward to leading the nation with innovation in education.

Sincerely,

Christine Kearl
Governor’s Education Deputy

HOUSE OF REPRESENTATIVES
STATE OF UTAH
OFFICE OF THE SPEAKER

SPEAKER DAVID CLARK
DISTRICT 74
WASHINGTON COUNTY



350 N. STATE STREET, SUITE 350
P.O. BOX 145030
SALT LAKE CITY, UTAH 84054
(801) 538-1930
E-Mail: dclark@utah.gov

January 14, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

As the Utah Speaker of the House of Representatives, I submit this letter of support for the Utah State Office of Education's grant application for Race to the Top.

Utah has the highest population of children per adult in the nation. We value our families and want our students to have the best education possible.

We request that you consider approving this request for the benefit of Utah children.

Sincerely,

A handwritten signature in cursive script that reads "David Clark".

David Clark
Speaker, Utah House of Representatives



SENATOR
PATRICIA W. JONES
MINORITY LEADER
FOURTH DISTRICT

4571 SYCAMORE DRIVE
HOLLADAY, UT 84117
(W) 801-522-5722
(H) 801-278-7667
(P) 801-522-5725
pjones@utahsenate.org

UTAH STATE SENATE

320 STATE CAPITOL • P.O. BOX 145115 • SALT LAKE CITY, UTAH 84114
801-536-1035 • www.utahsenate.org

January 12, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Dear Mr. Butler:

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

As the Utah Senate Minority Leader, it is my pleasure to write a letter strongly supporting the Utah State Office of Education's grant application for Race to the Top. Joining me in support of the Utah State Office of Education's grant application for Race to the Top are my colleagues in the Utah State Senate Minority Caucus.

Due to the numerous benefits Utah students would receive, I urge your consideration in approving this grant application.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Senator Patricia W. Jones
Senate Minority Leader

njd

UTAH STATE OFFICE OF EDUCATION

Leadership...Service...Accountability

Larry K. Shumway, Ed.D., State Superintendent of Public Instruction

Voice: (801) 538-7500 Fax: (801) 538-7521 TDD: (801) 538-7876

250 East Cesar E. Chavez Blvd. (500 South) P.O. Box 144200 Salt Lake City, UT 84114-4200

January 7, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

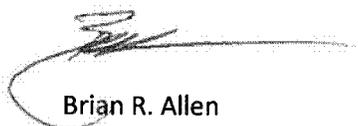
Dear Mr. Butler:

The Utah State Charter School Board enthusiastically supports the Utah State Office of Education's application for the above-referenced funding opportunity. Utah has a strong tradition of striving for quality in education and has done a remarkable job with limited resources. While our citizens carry one of the highest tax burdens per taxpayer for funding public education, because of the large number of children in the system, Utah continues to struggle to raise itself from the bottom of the ladder when it comes to funding per pupil. Nevertheless, the teachers, parents, administrators and others involved in the system have dedicated themselves to achieving positive results. The funding that could be available to Utah through the Race to the Top program would assist in the creation, implementation and acceleration of our student achievement improvement programs. These programs will be a great help for our struggling students and are programs we could only dream about given the current economic environment and our unique demographics.

There are 72 Charter Schools currently operating in Utah, serving approximately 7% of our total public school student population. Together, with our traditional neighborhood schools, we are working hard to innovate, offer more choices to parents and find better ways to educate our children. The State Charter School Board and the charter schools of Utah are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

Thank you for considering Utah's proposal. The charter school community and the Utah State Charter School Board strongly encourage your favorable recommendation and approval of this request. It will be a tremendous benefit for Utah children.

Sincerely,



Brian R. Allen
Chair, Utah State Charter School Board



Utah Association of Public Charter Schools
P.O. Box 58201 * Salt Lake City, Utah 84158 * 801-953-2748
www.utahcharters.org info@utahcharters.org

January 12, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

The Utah Association of Public Charter Schools is enthusiastic in its support of the Utah State Office of Education's application for the Race to the Top funding opportunity.

The R2T education reform initiative effectively aligns with the *Promises to Keep* effort launched this school year by our state's board and office of public education. *Promises* has been an important way to remind people at all levels of our public education system about our duty to the children we serve. *Promises* has been a call for reform.

We have reviewed and understand the objectives and goals outlined in the four reform areas of Utah's Comprehensive Plan. They are indeed essential for excellence and we strongly support them.

The mission of UAPCS is to promote and support quality public schools for Utah children through resources and assistance to Utah's public charter schools. Our mission will be well served by participation as a partner in the implementation of Utah's R2T Comprehensive Reform Plan.

Your support of this grant application will help all of Utah's children and teachers. Please consider our request.

Sincerely,

Steven Winitzky
Executive Director

cc Brenda Hales, Associate Superintendent, Utah State Office of Education
Larry Shumway, Superintendent of Public Instruction, Utah State Office of Education



January 11, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm that the Utah Parent Teacher Association supports the Utah State Office of Education's Race to the Top application.

Utah PTA will help every child realize his full potential and will:

Advocate:

Support and speak of behalf of children and youth, and

Involve:

Encourage positive involvement in all facets of a child's life, and

Develop:

Assist in developing skills to raise and protect children and youth.

Supporting this grant application will help all Utah's children and teachers. Please consider our request.

Sincerely,

A handwritten signature in black ink that reads "Ilene Mecham". The signature is written in a cursive, flowing style.

Ilene Mecham
President, Utah Parent Teacher Association

January 7, 2010

Mr. James Butler
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3E108
Washington, D.C. 20202

RE: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

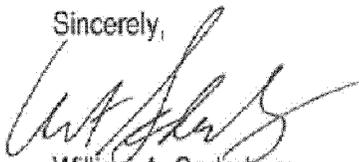
The Utah Board of Regents, the governing board for the Utah System of Higher Education, strongly supports the efforts of the Utah State Office of Education (USOE) to secure funds under the Federal Race to the Top legislation. In Utah both K-12 and higher education enjoy a very close working relationship as both systems strive to improve the quality of teacher instruction and student performance.

The learning goals within the application are those that both public and higher education continue to address collaboratively through the K-16 Alliance and various committees on which both systems are represented. Currently, the Curriculum and Assessment Subcommittee of the K-16 Alliance is working to articulate a seamless transition between high school and college, particularly in mathematics and composition. The Teacher Education Subcommittee is working to improve not only preparation of teachers but also school cultures that will best support their success and the success of their students. Faculty, program specialists and administrators represent both systems on the mathematics core curriculum steering committee, math endorsement committee, and system-wide higher education math faculty committee to improve math instruction from pre-service through in-service. The USOE core curriculum committee on language arts includes K-12 and higher education faculty, subject specialists and administrators. The goal of this committee is to improve curriculum and teacher practices in language arts.

The Race to the Top application submitted by the Utah State Office of Education not only builds upon its work but also the collaborative work the State Office and higher education have done together. In our judgment, the application meets the intent and spirit of the law.

We strongly urge you to approve this application for it will provide needed resources to move Utah's K-12 system into the future in order to meet its obligation to prepare students for a changing and challenging world.

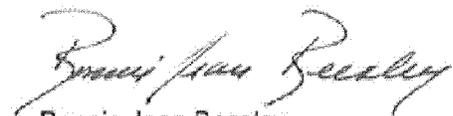
Sincerely,



William A. Sederburg
Commissioner



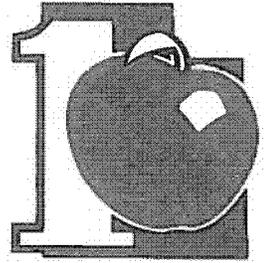
Jed H. Pitcher
Chair, Board of Regents



Bonnie Jean Beesley
Vice Chair, Board of Regents

Utah School Boards Association

860 East 9085 South • Sandy, Utah 84094
(801) 566-1207 • FAX (801) 561-4579



Richard C. Stowell
Executive Director

*Support Utah Public Schools
...where learning comes first!*

January 12, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

RE: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

The Utah School Boards Association representing all 41 School Districts unanimously supports this Race to the Top application from the Utah State Office of Education.

The mission of the Utah School Boards Association is to provide leadership, advocacy, training, and quality services for effective school board governance. We believe that student achievement is further enhanced when parents, students, and the educational community work together.

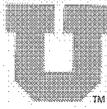
Please consider funding this application to assist all Utah children in their futures.

Sincerely,

A handwritten signature in cursive script that reads 'Barbara Corry'.

Barbara Corry
President
Utah School Boards Association

BC/jl



THE UNIVERSITY OF UTAH
COLLEGE OF EDUCATION

January 11, 2010

Mr. James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: Letter of support for Utah State Office of Education Application to American Recovery and Reinvestment Act of 2009 Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

As Dean of the College of Education at the University of Utah, I am pleased to confirm our full support for the Utah State Office of Education's application for Race to the Top funding. The vision and mission of the University of Utah's College of Education is to create and foster learning environments for discovery and dissemination of knowledge to promote learning, equitable access, and enhanced learning outcomes for all university students. Through the integration of outstanding teaching, research, and community outreach, the College of Education focuses on research-to-practice innovations on the significant issues that impact education policy and practice, while preparing students for leadership and excellence within a diverse and changing educational community.

The College of Education is pleased to have this opportunity to collaborate with the Utah State Office of Education to significantly increase student achievement and accelerate reforms that will improve the quality of instructional programs for Utah's students now and into the future. I fully support this proposal and ask that you strongly consider approving this application.

Sincerely,

Michael L. Hardman, Dean
College of Education

Extraordinary Educators for an Extraordinary Future

OFFICE OF THE DEAN
DAVID O. MCKAY SCHOOL OF EDUCATION
BRIGHAM YOUNG UNIVERSITY
301 MCKB
PROVO, UTAH 84602
(801) 422-3694 / FAX: (801) 422-0200



January 11, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

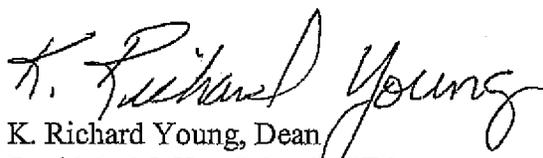
This is to confirm the support of Brigham Young University's David O. McKay School of Education for the Utah State Office of Education's application for Race to the Top funding.

The mission of the David O. McKay School of Education is to improve learning and teaching in the school as well as in the home, church, and community worldwide.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this application for the benefit of all Utah children.

Sincerely,


K. Richard Young, Dean
David O. McKay School of Education
Brigham Young University



January 7, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the support of Utah State University's Emma Eccles Jones College of Education and Human Services for the Utah State Office of Education's application for Race to the Top funding.

As members of the Emma Eccles Jones College of Education and Human Services we provide teaching, service, and research in a variety of disciplines to improve the teaching/learning transaction wherever it takes place and to increase the effectiveness of services for individuals, families, communities, schools, and organizations.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this application for the benefit of all Utah children.

Sincerely,

Carol J. Strong, Dean
Utah State University
Emma Eccles Jones College of Education and Human Services



Office of the Dean – OM 311
351 West University Boulevard
Cedar City, Utah 84720
Phone (435) 586-7800 or (435) 865-8320
FAX (435) 865-8046

*Beverley Taylor Sorenson
College of Education and
Human Development*

January 6, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the support of Southern Utah University's Beverley Taylor Sorenson College of Education & Human Development for the Utah State Office of Education's application for Race to the Top funding. Utah's Comprehensive Reform Plan is not only thorough and well designed, but it has broad-based support from educators, leaders, and school patrons statewide.

The Beverley Taylor Sorenson College of Education and Human Development is committed to improving the quality of education in Utah. The College views its primary mission as advancing education, human performance and family development through knowledge, compassion, and action. To accomplish this the College is dedicated to the establishment of collaborative partnerships with local, state, and national agencies.

The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms. We request that you consider approving this application for the benefit of all Utah children.

Sincerely,

Prent Klag, Ed.D.
Dean



UTAH VALLEY UNIVERSITY

SCHOOL of EDUCATION

January 8, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler,

This is to confirm the support of the School of Education at Utah Valley University for the Utah State Office of Education's application for *Race to the Top* funding.

The goal of our programs is to empower candidates to become knowledgeable, prepared, ethical individuals who can assume the role of teacher in public and private settings, and to prepare them for further career choices and advancement. Additionally, the programs enable participants to become more proficient in selecting optimum research-based curriculum design strategies that best apply to specific teaching situations.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this application for the benefit of all Utah children.

Sincerely,

Briant J. Farnsworth
Dean, School of Education
Utah Valley University
Orem, Utah

Linda E. Pierce
Associate Dean, School of Education
Utah Valley University
Orem, Utah



January 8, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the support of the Weber State University Jerry & Vickie Moyes College of Education for the Utah State Office of Education's application for Race to the Top funding.

The Jerry and Vickie Moyes College of Education's purpose is two-fold. The first is to provide professional programs and personal growth experiences for the preparation of undergraduate students to serve in a variety of settings:

- public schools, business, industry and government
- careers and personal roles related to marriage, family and young children
- professions involved in promoting health and enhancing human performance

The second is to provide courses for graduate students that extend the professional knowledge, skills and attitudes of educators, including those in schools, business, industry and higher education.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this application for the benefit of all Utah children.

Sincerely,

Jack L. Rasmussen, Dean,
Jerry & Vickie Moyes College of Education



DIXIE STATE
COLLEGE OF UTAH

Department of Education
Department of Family and
Consumer Science

225 SOUTH 700 EAST
ST. GEORGE, UTAH 84770

January 8, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the support of the Dixie State College of Utah Education Department for the Utah State Office of Education's application for Race to the Top funding.

The main focus of our Education Department is to develop competent, caring, and qualified educators by ensuring they demonstrate professional abilities in academic and pedagogical knowledge, caring teaching skills, and demonstrate dispositions of reflective practitioners.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this application for the benefit of all Utah children.

Sincerely,

A handwritten signature in cursive script that reads "Brenda Sabey".

Brenda Sabey, Ph.D.
Associate Dean and Department Chair of Education
Dixie State College
225 S. 700 E.
St. George, UT 84770
sabey@dixie.edu
(435) 652-7841



UTAH COLLEGE OF APPLIED TECHNOLOGY

Board of Regents Building, The Gateway • 60 South 400 West • Salt Lake City, UT 84101-1284
Telephone: 801-456-7400 • Fax: 801-456-7425 • www.ucat.edu

January 11, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm 3E108
Washington, DC 20202

**Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A**

Dear Mr. Butler:

The Utah College of Applied Technology (UCAT) supports Utah's Race to the Top application, which is being submitted by the Utah State Office of Education.

At its core, UCAT exists to meet the needs of Utah's employers for technically-skilled workers by providing market-driven technical education to both secondary and adult students.

Industry-driven technical education plays a critical role in assuring that school children have the best and most relevant opportunities to succeed in school, in the workplace and in post-secondary education. With cross-representation on K-12, UCAT, and higher education boards at the local and state levels, UCAT and its eight regional applied technology college campuses have significant experience over many years working hand-in-hand with employers, local school districts, and colleges and universities to assure that:

- Technical programs are structured to provide the technical and academic competencies needed by current employers for existing and future jobs.
- High school students have access to and opportunities to succeed in educational programs tailored to their interests and aptitudes that will prepare them for graduation and for employment or continued training.

We appreciate your consideration in approving Utah's request for the benefit of all Utah children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert O. Brems', with a long horizontal line extending to the right.

Robert O. Brems, President
Utah College of Applied Technology



January 14, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the support of Utah's largest business association, the Salt Lake Chamber, for the Utah State Office of Education's application for Race to the Top funding. As Utah's business leader, we support the stellar work of the Utah State Office of Education in improving student outcomes and preparing Utah's future workforce.

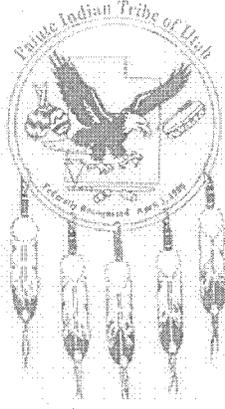
Utah business leaders are united in proclaiming that a high quality education is the key to Utah's economic success. Utah educators achieve great outcomes with limited resources. The Race to the Top funding will do much to raise student achievement and inspire innovative improvements.

We request that you consider approving this application for the benefit of all Utah children.

Sincerely,

(b)(6)

Lane Beattie
President & CEO, Salt Lake Chamber



THE PAIUTE INDIAN TRIBE OF UTAH

440 North Paiute Drive • Cedar City, Utah 84720 • (435) 586-1112

Date: January 13, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the support of the Paiute Indian Tribe of Utah for the Utah State Office of Education's application for Race to the Top funding.

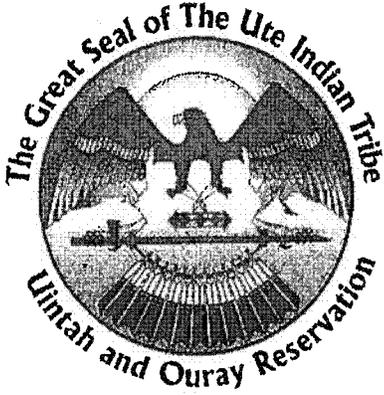
The Paiute Indian Tribe of Utah as a sovereign nation recognizes the importance of collaborating with the Utah State Office of Education to increase educational opportunities and success for its members. We understand the value of quality education for all students.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this application for the benefit of all Utah children.

Sincerely,

Jeanine Borchardt
Paiute Indian Tribe of Utah
Chairwoman



UTE INDIAN TRIBE

Education Department
P.O. Box 190
Fort Duchesne, Utah 84026
Phone: (435) 725-4087 · Fax: (435) 722-0811

January 13, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

RE: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the Ute Indian Tribe's support of the Duchesne County School District's support for the Utah State Office of Education's application for the above-referenced funding opportunity as a participating school.

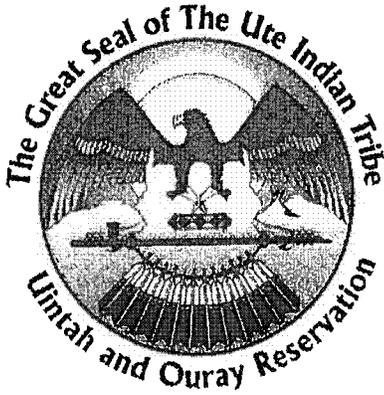
The Duchesne County School District consists of 14 schools, and 4300 students served within the State of Utah.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this request for the benefit of Utah children.

Sincerely,

Raymond Murray
President of Ute Indian Tribe Education Board



UTE INDIAN TRIBE

Education Department

P.O. Box 190

Fort Duchesne, Utah 84026

Phone: (435) 725-4087 Fax: (435) 722-0811

January 13, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

RE: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the Ute Indian Tribe's support of the Uintah School District's support for the Utah State Office of Education's application for the above-referenced funding opportunity as a participating school.

The Uintah School District consists of 12 schools, and 6000 students served within the State of Utah.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this request for the benefit of Utah children.

Sincerely,

Raymond Murray
President of Ute Indian Tribe Education Board

UTAH STATE OFFICE OF EDUCATION

Leadership... Service... Accountability

Larry K. Shumway, Ed.D., State Superintendent of Public Instruction
Voice: (801) 538-7500 Fax: (801) 538-7521 TDD: (801) 538-7876
250 East Cesar E. Chavez Blvd. (500 South) P.O. Box 144200 Salt Lake City, UT 84114-4200

January 13, 2010

James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

This is to confirm the support of the Coalition of Minorities Advisory Committee (CMAC) for the Utah State Office of Education's application for Race to the Top funding.

Our purpose is to be an effective advocacy group for the educational needs of ethnic minority students.

We are happy to have this opportunity to work with the Utah State Office of Education to raise student achievement and accelerate reforms.

We request that you consider approving this application for the benefit of all Utah children.

Sincerely,



Robert R. De Poe III
Utah State Board of Education
Coalition of Minorities Advisory Committee

OFFICERS

Alan Hall †
MaverStarGlow Utah Ventures
Chairman
Richard R. Nelson †
Utah Technology Council
President and CEO
Shawn Adamson †
XO Communications
Vice Chair
Michael Paul †
JeeGen
Vice Chair
JKT Jones †
Dutton Jones & Pheggy
Secretary
Lee Inlay †
KPNW
Treasurer

TRUSTEES

Jeff Alexander
Alexander's Profit Advantage
Amy Rees Anderson
Medconnect Global
Scott Anderson
Zions Bank
Darrin Baker
Webb Fargo Bank
Lane Beattie
Salt Lake Chamber
Ragula Bhaskar
FedEx Newsports
David Bradford †
Fusionis
Richard Brown
UW. of Utah, College of Engineering
David Clark †
Utah State University
Cheryl Snapp Connor
Snapp Connor PR
Peter Corroon
Salt Lake County - Mayor
Law Cramer
World Trade Center Utah
Gary Crocker †
Crocker Ventures
Jeff Edwards
JOCUTAH
Kurt Erickson
Novell
Stephen Fletcher
State of Utah, CIO
Gary Goodrich †
ProPay
Jeremy Hanks
Dole
Ron Heinz
Candy Ventures
Matthew Hsiang
Utah Valley University
Spence Hooke
Diversified Insurance Brokers
Tim Hurt
Go Natural CMO
Josh James
Omniure
David Jolley
Emsat & Young
Michael Keene
Westminster College
Bruce Law †
Sprout Marketing
Steve Liddle
Brigham Young University
Stan Lockhart
IM Flash Technologies
Glen Mella
Control4
Ann Miller
Weber State University
Jeff Nelson †
Nelson Laboratories
Eric Olafson †
Tomax
Jerry Okroyd
Balfanz Spahr Andrews & Ingersoll
Dinesh Patel †
vSpring
Jason Perry
Governor's Chief of Staff
Anthony Pescetti
CGI
Steve Propper
Concord
Morty Reagan
VirtuWest
Larry Richards
LDS Business College
Ken Sardoni
University of Phoenix
William Sederburg
Utah Higher Education
Todd Stevens †
Epic Ventures
Tim Sullivan
Ancestry.com
Mark Sunday
Oracle
Jack Sunderlage
ContentWatch
John Thompson
Steel River
Matt Walls
Hollert & Hart
Ned Weinschenker
Utah State University
John West
Caltwood Partners
Will West
Control4
Todd Woffenbarger
The Summit Group
Howard Young
Jones Wells
Member of Executive Committee
Non-Trustee



January 7, 2010

Mr. James Butler
U.S. Department of Education
400 Maryland Avenue, SW., Rm. 3E108
Washington, DC 20202

Re: American Recovery and Reinvestment Act of 2009
Race to the Top CFDA Number 84.395A

Dear Mr. Butler:

The Utah Technology Council (UTC) strongly supports the Race to the Top application from the Utah State Office of Education (USOE).

Since Utah's technology industry #1 issue is Quality Workforce - Science, technology, engineering and math (STEM) skills are essential to sustain high-growth and innovative companies.

Given this high importance, the UTC, the USOE, educational and industry leaders invested many hours as part of the recent State Math Steering Committee. The committee produced a number of valuable recommendations which will help Utah improve the rigor and relevance in our public and higher education school systems. We hope that these recommendations will be fully implemented. A number of these recommendations tie very well into the USOE's application.

Over the past thirty years, the U.S. high-tech and life science industries have helped America build an innovation-based economy and created high-value, high-wage U.S. jobs. Utah is home to over 5,000 of these companies. These industries provide roughly 66,000 high-paying, high-quality jobs in the state and generate an estimated \$3.6 billion in annual wages. These jobs pay, on average, 58% more than the statewide average annual nonagricultural wage. The Milken Institute ranks Utah #1 in technology concentration and dynamism.

We respectfully request that your consideration to approve the USOE's request for the benefit of all Utah children.

Sincerely,

(b)(6)

Richard R. Nelson
President & CEO
Utah Technology Council

Appendix 7

(% Proficient)	SF 2004-2005											SF 2005-2006										
	All Subjects	Asian	African American	Caucasian	Hispanic	American Indian	Pacific Islander	SVD	Econ/Disab	LEP	All Subjects	Asian	African American	Caucasian	Hispanic	American Indian	Pacific Islander	SVD	Econ/Disab	LEP		
ALPINE DISTRICT	81.2%	81.2%	63.0%	83.4%	57.9%	68.4%	70.3%	50.0%	71.1%	45.8%	81.2%	84.2%	61.9%	81.2%	59.2%	67.4%	69.0%	51.2%	69.5%	46.4%		
BEAVER DISTRICT	75.5%	82.1%	61.3%	81.3%	54.5%	70.5%	100.0%	50.0%	75.2%	45.8%	83.0%	100.0%	61.9%	85.8%	59.2%	73.1%	69.0%	65.5%	79.2%	51.4%		
BOY DEBER DISTRICT	77.3%	68.4%	72.8%	79.3%	54.6%	61.3%	94.5%	40.1%	69.4%	46.2%	80.0%	80.2%	70.4%	82.3%	56.7%	63.1%	94.1%	46.8%	72.2%	48.3%		
CACHE DISTRICT	88.4%	88.4%	83.3%	90.9%	85.1%	72.4%	77.5%	59.1%	84.9%	57.1%	90.6%	95.4%	79.7%	91.6%	72.2%	81.6%	85.7%	62.7%	87.5%	63.3%		
CANONVILLE DISTRICT	70.5%	81.8%	68.7%	70.0%	64.6%	52.5%	82.3%	40.0%	69.3%	66.0%	70.3%	77.2%	41.0%	81.6%	69.7%	50.1%	100.0%	48.5%	72.4%	50.0%		
MAGNET DISTRICT	93.0%	93.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	93.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		
DAVIS DISTRICT	80.7%	79.3%	61.4%	83.0%	59.5%	59.6%	72.4%	47.1%	68.5%	53.0%	83.4%	83.6%	68.6%	85.3%	62.3%	72.7%	76.5%	58.0%	72.6%	57.2%		
FAIRBANK DISTRICT	70.7%	62.3%	50.0%	70.3%	47.6%	52.6%	100.0%	37.0%	60.6%	38.9%	72.9%	100.0%	79.8%	62.7%	51.7%	100.0%	25.9%	68.0%	46.8%			
HEBERT DISTRICT	73.1%	94.6%	90.9%	80.3%	56.3%	72.2%	80.0%	53.3%	74.6%	47.5%	80.7%	85.0%	75.9%	81.7%	65.2%	62.5%	100.0%	72.7%	70.5%	65.3%		
CARPENTER DISTRICT	70.0%	60.0%	60.0%	80.3%	57.3%	36.3%	100.0%	51.2%	64.4%	28.0%	70.0%	60.0%	70.0%	70.0%	61.7%	48.0%	100.0%	51.5%	69.0%	32.3%		
IRON DISTRICT	80.0%	80.0%	66.7%	87.5%	54.5%	33.3%	54.5%	77.5%	44.0%	44.0%	80.0%	100.0%	100.0%	90.0%	64.7%	66.7%	75.0%	70.0%	84.0%	51.8%		
JOHNSON DISTRICT	75.1%	84.0%	66.3%	80.6%	57.6%	48.7%	64.0%	46.6%	65.3%	50.3%	80.0%	84.6%	63.0%	82.5%	62.5%	63.8%	67.6%	61.7%	68.1%	49.1%		
SHARPE DISTRICT	74.1%	70.3%	51.9%	70.1%	52.5%	60.5%	50.6%	38.6%	55.2%	50.5%	71.2%	80.6%	53.1%	78.1%	54.9%	59.3%	59.0%	41.6%	61.1%	56.9%		
IRON DISTRICT	83.9%	82.6%	74.2%	86.4%	61.3%	58.9%	79.6%	61.3%	78.6%	75.4%	88.1%	93.3%	75.4%	86.3%	68.4%	61.9%	88.6%	62.0%	76.3%	59.1%		
JOHNSON DISTRICT	75.1%	84.0%	66.3%	80.6%	57.6%	48.7%	64.0%	46.6%	65.3%	50.3%	80.0%	84.6%	63.0%	82.5%	62.5%	63.8%	67.6%	61.7%	68.1%	49.1%		
LAB DISTRICT	84.0%	100.0%	80.0%	85.0%	57.0%	50.0%	75.0%	54.5%	76.6%	50.3%	100.0%	75.0%	90.0%	85.0%	65.0%	65.0%	100.0%	77.4%	89.3%	89.3%		
LANE DISTRICT	84.7%	83.3%	66.3%	74.2%	58.2%	58.2%	66.3%	46.4%	61.9%	48.1%	88.1%	78.0%	60.0%	88.2%	66.1%	68.4%	61.0%	65.3%	65.3%	65.0%		
LANE DISTRICT	86.9%	86.9%	65.9%	82.0%	69.0%	69.0%	69.0%	69.0%	69.0%	69.0%	86.9%	86.9%	69.0%	86.9%	69.0%	69.0%	69.0%	69.0%	69.0%	69.0%		
MILWAUKEE DISTRICT	85.5%	82.5%	67.7%	87.5%	57.6%	57.6%	87.5%	67.7%	78.6%	50.6%	82.4%	85.3%	60.7%	84.4%	60.0%	56.4%	64.0%	51.4%	68.9%	48.9%		
MILWAUKEE DISTRICT	85.5%	82.5%	67.7%	87.5%	57.6%	57.6%	87.5%	67.7%	78.6%	50.6%	82.4%	85.3%	60.7%	84.4%	60.0%	56.4%	64.0%	51.4%	68.9%	48.9%		
MORGAN DISTRICT	87.5%	88.4%	66.7%	86.4%	74.9%	100.0%	66.7%	58.1%	63.8%	44.4%	91.1%	83.3%	100.0%	91.5%	69.5%	100.0%	100.0%	59.3%	50.5%	50.0%		
MORGAN DISTRICT	79.8%	88.1%	74.5%	82.0%	70.7%	52.3%	65.1%	45.3%	60.2%	64.2%	81.3%	88.7%	64.1%	84.1%	64.5%	52.3%	66.8%	52.4%	69.4%	64.0%		
NEED DISTRICT	81.1%	85.1%	74.2%	80.2%	60.0%	71.1%	76.7%	47.9%	76.6%	51.4%	84.2%	97.7%	85.9%	85.3%	65.7%	72.9%	83.4%	58.1%	76.5%	54.8%		
JORTH SHARPE DISTRICT	81.6%	100.0%	91.6%	81.6%	67.7%	80.0%	100.0%	49.5%	78.1%	65.3%	84.0%	100.0%	100.0%	86.0%	73.4%	75.0%	100.0%	57.3%	82.3%	61.4%		
NORTH SUMMIT DISTRICT	88.5%	71.4%	100.0%	88.9%	55.5%	100.0%	53.3%	77.2%	53.7%	89.9%	100.0%	100.0%	91.4%	64.4%	100.0%	72.2%	83.3%	83.3%	59.6%			
OSAGE DISTRICT	61.3%	84.3%	59.5%	70.3%	45.8%	59.3%	77.1%	29.9%	59.1%	46.4%	61.3%	61.3%	47.9%	57.4%	47.9%	61.3%	61.3%	45.8%	59.3%	41.1%		
OKAY CITY DISTRICT	88.9%	86.4%	80.0%	92.5%	52.4%	100.0%	72.0%	62.0%	49.3%	74.1%	95.4%	80.6%	74.6%	58.0%	100.0%	75.1%	67.0%	67.0%	67.0%			
OSAGE DISTRICT	64.5%	100.0%	67.3%	74.3%	34.3%	57.1%	55.5%	32.0%	52.0%	52.0%	100.0%	84.2%	64.2%	84.2%	64.2%	64.2%	64.2%	48.1%	59.0%	66.7%		
OSAGE DISTRICT	81.4%	87.4%	66.0%	81.3%	66.3%	76.1%	74.1%	57.5%	61.6%	61.6%	85.9%	64.3%	80.3%	81.4%	61.6%	70.3%	59.3%	61.3%	72.0%	61.6%		
OSAGE DISTRICT	88.5%	100.0%	86.4%	66.4%	53.5%	88.5%	88.5%	66.4%	53.5%	53.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		
SALT LAKE DISTRICT	69.1%	81.4%	48.2%	80.7%	52.5%	53.2%	61.5%	41.8%	57.6%	50.1%	74.0%	81.4%	51.4%	84.9%	60.2%	53.9%	64.6%	49.3%	64.3%	62.1%		
SALT LAKE DISTRICT	69.1%	81.4%	48.2%	80.7%	52.5%	53.2%	61.5%	41.8%	57.6%	50.1%	74.0%	81.4%	51.4%	84.9%	60.2%	53.9%	64.6%	49.3%	64.3%	62.1%		
SALT LAKE DISTRICT	69.1%	81.4%	48.2%	80.7%	52.5%	53.2%	61.5%	41.8%	57.6%	50.1%	74.0%	81.4%	51.4%	84.9%	60.2%	53.9%	64.6%	49.3%	64.3%	62.1%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70.6%	85.7%	69.9%		
SOUTH SHARPE DISTRICT	81.6%	100.0%	100.0%	88.3%	67.8%	81.8%	68.7%	66.3%	65.3%	67.5%	88.0%	93.3%	100.0%	90.6%	88.7%	79.4%	94.7%	70				

Appendix 7

(% Proficient)	SF 2004-2005										SF 2005-2006									
	All Students	Asian	African American	Caucasian	Hispanic	American Indian	Pacific Islander	SWD	Econ Disadv	LEP	All Students	Asian	African American	Caucasian	Hispanic	American Indian	Pacific Islander	SWD	Econ Disadv	LEP
SUMMIT ACADEMY	95.00%	100.00%	100.00%	92.86%	87.50%	100.00%	100.00%	88.89%			90.99%	100.00%	75.00%	92.95%	100.00%	100.00%	77.42%			
DRACULA ARTS ACADEMY																				
THOMAS EDESON - NORTH	89.91%	100.00%	91.67%	83.18%	95.95%	66.67%	100.00%	66.67%			84.86%	75.00%	41.67%	95.80%	91.67%	50.00%	80.00%	50.00%		
THOMAS EDESON - SOUTH											75.22%		90.00%	75.54%	75.00%	66.67%	35.00%			
DRYWOOD ACADEMY	85.97%	100.00%	100.00%	85.86%	90.00%	100.00%	100.00%	90.00%			81.25%	100.00%	100.00%	83.25%	92.96%	75.00%	72.96%			
SALZMAN HIGH SCHOOL FOR THE PERFORMING ARTS	86.09%			86.95%	66.67%	66.67%	100.00%				57.75%			50.94%	90.00%					
JEFFERSON HIGH	86.67%			100.00%		11.76%			7.14%		55.91%			100.00%		13.96%			13.96%	
JEFFERSON ACADEMY OF SCIENCE (JACS)											92.97%	100.00%	100.00%	94.25%	88.89%	100.00%				90.25%
JEFFERSON VIRTUAL ACADEMY																				
HERBIE ACADEMY																				
HERBIE SCHOOL OF LIBERAL ARTS	87.69%	100.00%		87.39%	100.00%	100.00%	75.00%	87.50%			85.20%	100.00%		94.12%	75.00%	60.00%	100.00%	100.00%	79.47%	80.90%
HAGATH PEAK ACADEMY											89.36%	87.50%	83.33%	89.97%	100.00%	100.00%			90.00%	86.67%

Jan 14, 2010

Appendix 7

(% Proficient)	SF 2006-2007													SF 2007-2008													SF 2008-2009												
	All Students	Asian	African American	Caucasian	Hispanic	American Indian	Pacific Islander	SWD	Econ/Disadv	LEP	All Students	Asian	African American	Caucasian	Hispanic	American Indian	Pacific Islander	SWD	Econ/Disadv	LEP	All Students	Asian	African American	Caucasian	Hispanic	American Indian	Pacific Islander	SWD	Econ/Disadv										
SUMMIT ACADEMY	99.01%	100.00%	90.00%	99.13%	60.00%	100.00%		66.67%			92.63%	100.00%	100.00%	92.63%	63.64%	100.00%	100.00%	91.67%			90.33%	100.00%	75.00%	90.48%	100.00%	100.00%	90.63%	84.42%											
DISCOUSE ARTS ACADEMY	91.13%	100.00%	75.00%	92.30%	85.33%	100.00%		85.00%	91.18%		91.37%	100.00%	100.00%	92.63%	64.29%	100.00%		81.50%	97.63%			92.33%	100.00%	80.00%	92.30%	85.11%	83.33%	50.00%	90.63%	84.52%									
THOMAS EDESON - NORTH	86.53%	100.00%	75.00%	86.73%	92.86%	90.00%	90.00%	90.53%			93.48%	91.67%	90.00%	93.77%	100.00%	100.00%	100.00%	90.00%			93.33%	90.88%	83.33%	87.50%	91.85%	86.36%	100.00%	84.29%	72.22%	97.01%									
THOMAS EDESON - SOUTH	88.23%		75.00%	80.89%	91.67%	86.67%		80.00%			83.67%	100.00%	100.00%	85.08%	66.67%	90.00%	100.00%	64.29%																					
DEWEEDE ACADEMY	87.73%	96.00%	80.00%	88.64%	84.88%		100.00%	83.33%		20.00%	80.33%	95.00%	100.00%	82.28%	69.49%		100.00%	98.32%																					
SALAZAR HIGH SCHOOL FOR THE PERFORMING ARTS	79.79%			79.76%	66.67%		100.00%				79.59%			76.02%	100.00%	100.00%	100.00%	80.00%																					
JEFFERSON HIGH	22.73%				22.73%			20.57%			13.79%							14.29%																					
JEFFERSON COUNTY ACADEMY OF SCIENCE (JCSA)	99.37%	100.00%	90.00%	99.39%	88.24%	90.00%	100.00%				99.13%	100.00%		98.97%	100.00%			100.00%																					
JEFFERSON COUNTY ACADEMY OF SCIENCE (JCSA)																																							
JEFFERSON COUNTY ACADEMY OF SCIENCE (JCSA)																																							
HERBERT ACADEMY	88.02%			87.21%	79.07%	86.43%		66.67%	77.78%		84.63%	90.00%	100.00%	84.66%	83.33%	87.50%	100.00%	40.00%	85.34%	78.57%	84.30%	83.33%	79.07%	85.54%	88.89%	80.00%	80.79%	80.79%	11.43%										
HERBERT ACADEMY	87.00%	86.71%	80.00%	88.19%	91.67%	100.00%		62.50%	81.48%		82.59%	80.00%	75.00%	82.43%	88.00%	100.00%	81.25%	72.73%	79.69%																				

Jan 14, 2010

Appendix 7

(% Proficient)	LEP
SUMMIT ACADEMY	
SHILOH ARTS ACADEMY	
THOMAS EDISON - NORTH	
THOMAS EDISON - SOUTH	
TRINITYWOOD ACADEMY	
WALCOTT HIGH SCHOOL FOR THE PERFORMING ARTS	
WILSON RIVER HIGH	
WYOMING COUNTY ACADEMY OF SCIENCE (WYCAS)	
YOUTH VIRTUAL ACADEMY	
ZEPHYRUS ACADEMY	
ZEPHYRUS SCHOOL OF LIBERAL ARTS	
ZEPHYRUS ACADEMY	

Jan 14, 2010

Appendix 8

The Council of Chief State School Officers and The National Governors Association Center for Best Practices

Common Core Standards Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- ┌ **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set

of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

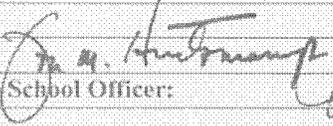
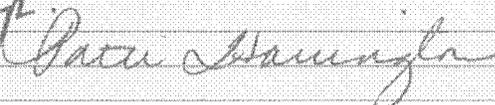
- Fewer, clearer, and higher, to best drive effective policy and practice;
 - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
 - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- L **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.
- L **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- L **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- L **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- ☐ **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.
- ☐ **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

May 2009

Note to state reviewers of the 11/13/09 drafts of the Common Core Standards

Thank you for taking the time to look at these documents and provide your comments. Although the draft standards are based on an extensive review of the evidence of what students need to learn to succeed as well as feedback from experts, educators, and state partners, they are still in the rough-draft stage, and many decisions are not yet final, such as exact grade-level placement of various concepts and the wording of core concepts and skills.

There are three documents in this release: the first is a draft of the ELA K-8 Grade-Level Standards for Reading, Writing, Speaking, and Listening; the second is a collection of illustrative texts in Reading accompanied by additional information on text complexity; and the third is a set of annotated samples in Writing.

In the K-8 document, you will find a strong emphasis on the following essential components of ELA instruction:

- ❖ In Reading, deepening comprehension skills that work in conjunction with increasing text complexity
- ❖ In Writing, an emphasis on writing to inform or explain and to argue, with writing narratives added as a required component in grades K-8
- ❖ In Speaking and Listening, one-to-one and group communication

A distinguishing feature of the K-8 standards is their hybrid organization, with grade bands further divided into individual grade levels in certain situations:

- ❖ In grades K-3 in Reading and Writing, where students are learning the elements of literacy
- ❖ In Reading, where the definition of text complexity is grade by grade from grade 4 to the completion of the core (and beyond)

There will likely be additional grade-by-grade features in our next draft.

Additional materials have been included for your consideration and evaluation:

- ❖ Illustrative texts in Reading for grades 6-8 (with more samples to come in the other grade levels)
- ❖ Annotated samples in Writing for the narrative text type in grades K-8 (with additional samples to come in the other text types and at the high school level)
- ❖ An outline of how student mastery of text complexity grows grade by grade (with additional work underway to better define text complexity)

While much of the backmapping work is provided here in first-draft form, other materials are currently under development. Speaking and Listening standards in K-3 are being written. Standards and supplementary materials in all strands for grade 9 to the completion of the College- and Career-Ready Core are in production. Additional materials related to vocabulary development are being written. An outline of the text complexity issue in reading is provided, but substantial additional definition is to follow in a subsequent draft. Fuller treatment of research and media is also under development.

We look forward to your feedback so that we are able to advance the draft.

Once again, we thank you for your attention to this work and for your valuable comments.

Susan Pimentel
David Coleman
Jim Patterson

How to Read The K-12 ELA Document

The draft ELA K-8 Grade-Level Standards are divided into several parts. This introduction also includes Student Practices. Following that are the standards proper: the Reading, Writing, Speaking, and Listening strands for grades K-3 (Reading and Writing only), 4-5, and 6-8. (Grade 9 to core completion is forthcoming.) Following those are sets of illustrative texts in Reading and in Writing, respectively.

The **Student Practices** are the same as in the College- and Career-Ready Standards. A future version will likely include language about how students in K-12 become adept at such practices.

The main portion of the draft consists of the **K-8 standards** themselves. The standards are organized first by grade band (grades K-3, 4-5, and 6-8 in this draft) and second by strand (Reading, Writing, and Speaking and Listening). Each grade-band section follows a nearly identical format (with some variation, noted below):

Reading

Each grade-band section (except K-3 as yet in this draft) begins with a graphical **overview of required text complexity** at each grade level. This is followed by a **partial list of illustrative texts**, divided by subject area, related to the grade band. (The actual texts and numerous additional ones are sampled elsewhere in the K-8 standards document.)

Next comes text describing three **key achievements** demonstrated by students in the grade band. These are summative statements about the kinds of “big jumps” in reading achievement that students should make during their years in these grades.

A numbered list of **core skills** for the grade band immediately follows. These skills, closely modeled on the College- and Career-Ready Standards, describe the “how” of reading regardless of type of text.

The next element is the **core skills applied to the core text types**. These paragraphs describe how the core skills for the grade band are put to use in reading grade-band-appropriate texts in *narrative fiction, poetry, drama, and literary nonfiction* (simply *nonfiction* at the lower grades).

In K-3, there are additional **foundations** materials describing the acquisition of early literacy.

Writing

Like Reading, each grade-band section in Writing contains **key achievements** and **core skills**. The next section consists of **core skills applied to the core text types** of *narrative, informative/explanatory, and argumentative* writing. Concluding each Writing strand (except in K-3 in this draft) is a **language table** summarizing in tabular form the skills in conventions of writing, terms, grammar and usage, mechanics, precision and concision, and style that students in each grade band must master, further develop, or be introduced to.

Speaking and Listening

The grade-band sections of Grades 4-5 and 6-8 include **key achievements** and **core skills**, as in Reading and Writing. Following those are the **core skills applied to various communications**, specifically *recitation and reading aloud* and *classroom discourse*. Speaking and Listening in K-3 is under construction in concert with a Language Foundations document.

The draft standards document also includes illustrative texts in Reading and annotated samples in Writing, arranged first by grade band and second by text type.

The **illustrative texts in Reading** (from grades 6-8 in this draft) are brief samples of texts representative of the complexity and quality of reading that students are expected to do in the grade band. ELA-related texts in *narrative fiction, poetry, drama, and (literary) nonfiction* are presented first, followed by texts in *history/civics, science and technology, mathematics, and the arts*.

The **annotated samples in Writing** (narrative texts from grades K-8 in this draft) help illustrate the level of student performance that students composing in the core text types of *narrative, informative/explanatory, and argumentative* writing are expected to achieve. Annotations accompanying each sample indicate how the sample meets (or in some cases falls somewhat short) of the various writing standards in the grade band.

DRAFT

Student Practices In Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the “premises”—broad statements about the nature of readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. They are not themselves standards: every idea introduced here is subsequently represented in one or more places within the larger document.

As students progress toward being college and career ready, they exhibit with increasing fullness and regularity the following capacities in their reading, writing, and speaking and listening:

1. They demonstrate independence as readers, writers, speakers, and listeners.

Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s key points as well as ask questions and articulate their own ideas.

2. They build strong content knowledge.

Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. They respond to the varying demands of audience, task, purpose, and discipline.

Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. They comprehend as well as critique.

Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and assess the veracity of claims.

5. They privilege evidence.

Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

6. They care about precision.

Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such

as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. They craft and look for structure.

Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. They use technology strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

ONEED

Illustrative Texts

Exemplars of Reading Text Complexity and Quality

Selecting Text Exemplars

In selecting texts to serve as exemplars for the K-12 English language arts standards, the work group began with the contributions of teachers and educational leaders and researchers who have experience working with students in the grades for which the texts have been selected.

These contributors were asked to focus on selecting texts exhibiting two essential qualities. First, the texts should be ones that they or their colleagues have used successfully with students in a given grade band (in this draft materials have been developed for grade 6-8, though eventually all grade bands will have sample texts). Second, the texts should be ones that are of high quality in their expression, form, and use of language.

These criteria generated a wide range of texts in a variety of styles that covered an extensive number of topics. While any selection of texts can only partially represent the cultural diversity of the United States, these texts include many of the voices that contribute to the American experience. In selecting texts from those submitted by contributors for inclusion with the draft, the work group sought to balance classic and historic texts with more recent and contemporary works. The group also leaned toward selecting texts by American authors.

Once texts were chosen for consideration, they were also checked using a variety of established readability scales to help verify that they were of sufficient text complexity. Each method of measuring readability has its strengths and limitations, so consulting a range of different measures helped the work group achieve as accurate an assessment of readability as possible. Furthermore, for text types and formats (particularly poetry) where traditional readability measures are unsuitable, professional judgment of complexity necessarily played a greater role.¹

Copyright and Permissions

For those exemplar texts not in the public domain, the work group is seeking permission from the rights holders for limited use by the Common Core State Standards Initiative of the National Governors Association.

¹ Though advances have been made in the area of assessing text complexity, more work remains to be done. Given the increasingly recognized relationship between being able to read complex texts and being college and career ready, our tools for assessing text complexity must improve further if all students are to meet the challenge of being ready for postsecondary education and workforce training. To that end, participants in the K-12 ELA backmapping project are working to evaluate current readability measures and determine what more needs to be done to improve upon them. Two aspects of that work are trying to assess and enhance the precision of existing tools and making text complexity a manageable concept for students, teachers, parents, and curriculum developers.

|

While we await permissions grants from the rights holders, we will make use of texts under a conservative interpretation of Fair Use, which allows limited, partial use of copyrighted text for a nonprofit, educational purpose as long as that purpose does not impair the rights holder's ability to seek a fair return for his or her work.

Please note that these texts are included solely as exemplars in support of the standards. Any additional use of those texts that are not in the public domain, such as for classroom use or curriculum development, requires independent permission from the rights holders. The texts may not be copied or distributed in any way other than as part of the overall Common Core Standards Initiative document.



For English Language Arts

Narrative Fiction

From "The Tell-Tale Heart" by Edgar Allan Poe (1843)	4
From <i>Little Women</i> by Louisa May Alcott (1869).....	5
From <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876).....	6
From "After Twenty Years" by O. Henry (1908)	9
From <i>A Wrinkle in Time</i> by Madeline L'Engle (1962)	12
From <i>The Dark is Rising</i> by Susan Cooper (1973)	13
From <i>Dragonwings</i> by Laurence Yep (1975).....	15
From <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976).....	16
From "Eleven" from <i>Woman Hollering Creek: And Other Stories</i> by Sandra Cisneros (1992).....	17
From <i>The Absolutely True Diary of a Part Time Indian</i> by Sherman Alexie (2007)	18
From <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)	19
"The Fox and the Crow" by Aesop (translation 1884)	20
From "The Emperor's New Clothes" by Hans Christian Andersen (translation 1837).....	21
From "The Minotaur" from <i>Tanglewood Tales</i> by Nathaniel Hawthorne (1853).....	22
From "The People Could Fly" from <i>The People Could Fly: American Black Folktales</i> by Virginia Hamilton (1985).....	23
From <i>Black Ships before Troy: The Story of the Iliad</i> by Rosemary Sutcliff (1993)	25

Poetry

"Paul Revere's Ride" by Henry Wadsworth Longfellow (1861)	26
"Jabberwocky" by Lewis Carroll (1872)	29
"Twelfth Song of Thunder" from <i>The Mountain Chant: A Navajo Ceremony</i> – Navajo tradition (1887).....	30
"The Song of Wandering" by W.B. Yeats (1899).....	31
"The Railway Train" by Emily Dickinson (1893)	32
"Chicago" from <i>Chicago Poems</i> by Carl Sandburg (1914).....	33
"I, Too" by Langston Hughes (1925).....	34
"Oranges" from <i>Black Hair</i> by Gary Soto (1985).....	35
"A Poem for My Librarian, Mrs. Long" from <i>Acolytes</i> by Nikki Giovanni (2007)	37

Drama

From <i>The Diary of Anne Franke</i> by Frances Goodrich and Albert Hackett (1958)	39
--	----

Literary Nonfiction

From "Letter on Thomas Jefferson" by John Adams (1822, 1850)	40
From <i>Narrative of the Life of Frederick Douglass An American Slave</i> by Frederick Douglass(1845).....	41
"Gettysburg Address" by Abraham Lincoln(1863)	43
From "Blood, Toil, Tears and Sweat" by Winston Churchill (1940).....	44
"I Am an American" Day Address by Learned Hand (1944).....	45
"Remarks to the Senate in Support of a Declaration of Conscience" by Margaret Chase Smith (1950).....	46
From <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962).....	49
"I Have a Dream" by Martin Luther King, Jr. (1963)	50
From "Address to the Nation on Civil Rights" by John F. Kennedy (1963).....	52
From <i>I Know Why the Caged Bird Sings</i> by Maya Angelou (1969)	55

Narrative Fiction

From "The Tell-Tale Heart" by Edgar Allan Poe (1843)

When I had made an end of these labors, it was four o'clock--still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart,--for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled,--for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search--search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct:--It continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definiteness--until, at length, I found that the noise was not within my ears.

No doubt I now grew _very_ pale;--but I talked more fluently, and with a heightened voice. Yet the sound increased--and what could I do? It was a low, dull, quick sound--much such a sound as a watch makes when enveloped in cotton. I gasped for breath--and yet the officers heard it not. I talked more quickly--more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men--but the noise steadily increased. Oh God! what could I do? I foamed--I raved--I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder--louder--louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!--no, no! They heard!--they suspected!--they knew!--they were making a mockery of my horror!--this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! and now--again!--hark! louder! louder! louder! louder!

"Villains!" I shrieked, "dissemble no more! I admit the deed!--tear up the planks! here, here!--It is the beating of his hideous heart!"

From *Little Women* by Louisa May Alcott (1869)

"Merry Christmas, little daughters! I'm glad you began at once, and hope you will keep on. But I want to say one word before we sit down. Not far away from here lies a poor woman with a little newborn baby. Six children are huddled into one bed to keep from freezing, for they have no fire. There is nothing to eat over there, and the oldest boy came to tell me they were suffering hunger and cold. My girls, will you give them your breakfast as a Christmas present?"

They were all unusually hungry, having waited nearly an hour, and for a minute no one spoke, only a minute, for Jo exclaimed impetuously, "I'm so glad you came before we began!"

"May I go and help carry the things to the poor little children?" asked Beth eagerly.

"I shall take the cream and the muffings," added Amy, heroically giving up the article she most liked.

Meg was already covering the buckwheats, and piling the bread into one big plate.

"I thought you'd do it," said Mrs. March, smiling as if satisfied. "You shall all go and help me, and when we come back we will have bread and milk for breakfast, and make it up at dinnertime."

They were soon ready, and the procession set out. Fortunately it was early, and they went through back streets, so few people saw them, and no one laughed at the queer party.

A poor, bare, miserable room it was, with broken windows, no fire, ragged bedclothes, a sick mother, wailing baby, and a group of pale, hungry children cuddled under one old quilt, trying to keep warm.

How the big eyes stared and the blue lips smiled as the girls went in.

"Ach, mein Gott! It is good angels come to us!" said the poor woman, crying for joy.

"Funny angels in hoods and mittens," said Jo, and set them to laughing.

In a few minutes it really did seem as if kind spirits had been at work there. Hannah, who had carried wood, made a fire, and stopped up the broken panes with old hats and her own cloak. Mrs. March gave the mother tea and gruel, and comforted her with promises of help, while she dressed the little baby as tenderly as if it had been her own. The girls meantime spread the table, set the children round the fire, and fed them like so many hungry birds, laughing, talking, and trying to understand the funny broken English.

"Das ist gut!" "Die Engel-kinder!" cried the poor things as they ate and warmed their purple hands at the comfortable blaze. The girls had never been called angel children before, and thought it very agreeable, especially Jo, who had been considered a 'Sancho' ever since she was born. That was a very happy breakfast, though they didn't get any of it. And when they went away, leaving comfort behind, I think there were not in all the city four merrier people than the hungry little girls who gave away their breakfasts and contented themselves with bread and milk on Christmas morning.

"That's loving our neighbor better than ourselves, and I like it," said

Meg, as they set out their presents while their mother was upstairs collecting clothes for the poor Hummels.

From *The Adventures of Tom Sawyer* by Mark Twain (1876)

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work--the very thought of it burnt him like fire. He got out his worldly wealth and examined it--bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently--the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump--proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to starboard and rounded to ponderously and with laborious pomp and circumstance--for he was personating the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck giving the orders and executing them:

"Stop her, sir! Ting-a-ling-ling!" The headway ran almost out, and he drew up slowly toward the sidewalk.

"Ship up to back! Ting-a-ling-ling!" His arms straightened and stiffened down his sides.

"Set her back on the stabboard! Ting-a-ling-ling! Chow! ch-chow-wow! Chow!" His right hand, meantime, describing stately circles--for it was representing a forty-foot wheel.

"Let her go back on the labboard! Ting-a-lingling! Chow-ch-chow-chow!" The left hand began to describe circles.

"Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow!

Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! LIVELY now!

Come--out with your spring-line--what're you about there! Take a turn round that stump with the bight of it! Stand by that stage, now--let her go! Done with the engines, sir! Ting-a-ling-ling! SH'T! S'H'T! SH'T!" (trying the gauge-cocks).

Tom went on whitewashing--paid no attention to the steamboat. Ben stared a moment and then said: "Hi-YI! YOU'RE up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

"Why, it's you, Ben! I warn't noticing."

"Say--I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther WORK--wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

"Why, ain't THAT work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you LIKE it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth--stepped back to note the effect--added a touch here and there--criticised the effect again--Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let ME whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No--no--I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence--right here on the street, you know--but if it was the back fence I wouldn't mind and SHE wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"No--is that so? Oh come, now--lemme just try. Only just a little--I'd let YOU, if you was me, Tom."

"Ben, I'd like to, honest injun; but Aunt Polly--well, Jim wanted to do it, but she wouldn't let him; Sid wanted to do it, and she wouldn't let Sid. Now don't you see how I'm fixed? If you was to tackle this fence and anything was to happen to it--"

"Oh, shucks, I'll be just as careful. Now lemme try. Say--I'll give you the core of my apple."

"Well, here--No, Ben, now don't. I'm afeard--"

"I'll give you ALL of it!"

Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There

was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with--and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a spool cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass doorknob, a dog-collar--but no dog--the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash.

He had had a nice, good, idle time all the while--plenty of company

--and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it--namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is OBLIGED to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a tread-mill is work, while rolling ten-pins or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work and then they would resign.

The boy mused awhile over the substantial change which had taken place in his worldly circumstances, and then wended toward headquarters to report.

From "After Twenty Years" by O. Henry (1908)

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh de-peopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, stanchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.

JIMMY.

From *A Wrinkle in Time* by Madeline L'Engle (1962)

"If we knew ahead of time what was going to happen we'd be – we'd be like the people on Camazotz, with no lives of our own, with everything all planned and done for us. How can I explain it to you? Oh, I know. In your language you have a form of poetry called the sonnet."

"Yes, yes," Calvin said impatiently. "What's that got to do with the Happy Medium?"

"Kindly pay me the courtesy of listening to me." Mrs. Whatsit's voice was stern, and for a moment Calvin stopped pawing the ground like a nervous colt. "It is a very strict form of poetry, is it not?"

"Yes."

"There are fourteen lines, I believe, all in iambic pentameter. That's a very strict rhythm or meter, yes?"

"Yes." Calvin nodded.

"No."

"But within this strict form the poet has complete freedom to say whatever he wants, doesn't he?"

"Yes." Calvin nodded again.

"So," Mrs. Whatsit said.

"So what?"

"Oh, do not be stupid, boy!" Mrs. Whatsit scolded. "You know perfectly well what I am driving at!"

"You mean you're comparing our lives to a sonnet? A strict form, but freedom within it?"

"Yes." Mrs. Whatsit said. "You're given the form, but you have to write the sonnet yourself. What you say is completely up to you."

From *The Dark is Rising* by Susan Cooper (1973)

Midwinter Day

He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight. There was in this music so much of the deepest enchantment of all his dreams and imaginings that he woke smiling in pure happiness at the sound. In the moment of his waking, it began to fade, beckoning as it went, and then as he opened his eyes it was gone. He had only the memory of that one rippling phrase still echoing in his head, and itself fading so fast that he sat up abruptly in bed and reached his arm out to the air, as if he could bring it back.

The room was very still, and there was no music, and yet Will knew that it had not been a dream.

He was in the twins' room still; he could hear Robin's breathing, slow and deep, from the other bed. Cold light glimmered round the edge of the curtains, but no one was stirring anywhere; it was very early. Will pulled on his rumpled clothes from the day before, and slipped out of the room. He crossed the landing to the central window, and looked down.

In the first shining moment he saw the whole strange-familial world, glistening white; the roofs of the outbuildings mounded into square towers of snow, and beyond them all the fields and hedge: buried, merged into one great flat expanse, unbroken white to the horizon's brim. Will drew in a long, happy breath, silently rejoicing. Then, very faintly, he heard the music again, the same phrase. He swung round vainly searching for it in the air, as if he might see it somewhere like a flickering light.

"Where are you?"

It had gone again. And when he looked back through the window, he saw that his own world had gone with it. In that flash, everything had changed. The snow was there as it had been a moment before, but not piled now on roofs or stretching flat over lawns and fields. There were no roofs, there were no fields. There were only trees. Will was looking over a great white forest: a forest of massive trees, sturdy as towers and ancient as rock. They were bare of leaves, clad only in the deep snow that lay untouched along every branch, each smallest twig. They were everywhere. They began so close to the house that he was looking out through the topmost branches of the nearest tree, could have reached out and shaken them if he had dared to open the window. All around him the trees stretched to the flat horizon of the valley. The only break in that white world of branches was away over to the south, where the Thames ran; he could see the bend in the river marked like a single stilled wave in this white ocean of forest, and the shape of it looked as though the river were wider than it should have been.

Will gazed and gazed, and when at last he stirred he found that he was clutching the smooth iron circle threaded onto his belt. The iron was warm to his touch.

He went back into the bedroom.

"Robin!" he said loudly. "Wake up!" But Robin breathed slowly and rhythmically as before, and did not stir.

He ran into the bedroom next door, the familiar small room that he had once shared with James, and shook James roughly by the shoulder. But when the shaking was done, James lay motionless, deeply asleep.

Will went out onto the landing again and took a long breath, and he shouted with all his might: "Wake up! Wake up, everyone!"

He did not now expect any response, and none came. There was a total silence, as deep and timeless as the blanketing snow; the house and everyone in it lay in a sleep that would not be broken.

Will went downstairs to pull on his boots, and the old sheepskin jacket that had belonged, before him, to two or three of his brothers in turn. Then he went out of the back door, closing it quietly behind him, and stood looking out through the quick white vapour of his breath.

The strange white world lay stroked by silence.. No birds sang. The garden was no longer there, in this forested land. Nor were the outbuildings nor the old crumbling walls. There lay only a narrow clearing round the house now, hummocked with unbroken snowdrifts, before the trees began, with a narrow path leading away. Will set out down the white tunnel of the path, slowly, stepping high to keep the snow out of his boots. As soon as he moved away from the house, he felt very much alone, and he made himself go on without looking back over his shoulder, because he knew that when he looked, he would find that the house was gone.

He accepted everything that came into his mind, without thought or question, as if he were moving through a dream. But a deeper part of him knew that he was not dreaming. He was crystal-clear awake, in a Midwinter Day that had been waiting for him to wake into it since the day he had been born, and, he somehow knew, for centuries before that. *Tomorrow will be beyond imagining....* Will came out of the white-arched path into the road, paved smooth with snow and edged everywhere by the great trees, and he looked up between the branches and saw a single black rook flap slowly past, high in the early sky.

From *Dragonwings* by Laurence Yep (1975)

Chapter IX: The Dragon Wakes (December, 1905—April, 1906)

By the time the winter rains came to the city, we were not becoming rich, but we were doing well. Each day we put a little money away in our cold tin can. Father never said anything, but I knew he was thinking about the day when we might be able to afford to bring Mother over. You see, it was not simply a matter of paying her passage over on the boat. Father would probably have to go over after her and escort her across. There had to be money for bribes—tea money, Uncle called it—at both ends of the ocean. Now that we no longer belonged to the Company, we somehow had to acquire a thousand *dollars* worth of property, a faraway figure when you can only save *nickels* and *dimes*.

And yet the hope that we could start our own little fix-it shop and qualify as merchants steadily grew with the collection of coins in the tin can. I was happy most of the time, even when it became the time for the New Year by the Tang people's reckoning. [...]

We took the old picture of the Stove King and smeared some honey on it before we burned it in the stove. Later that evening we would hang up a new picture of the Stove King that we had bought in the Tang people's town. That was a sign the Stove King had returned to his place above our stove. After we had finished burning the old picture, we sat down to a lunch of meat pastries and dumplings. Robin ate quietly—for her, that is. Actually, she monopolized only half the conversation. "Look," she said. *"My aunt would never go in for those pagan customs—not in her house. But I could sneak the old picture out and tell her you wanted to replace it with a new one. Then you could smear honey on it for her."*

"But you no believe in the Stove King"

"Of course not," she snapped. She squirmed in her seat. *"But it might make you feel better."*

I could see that she really wanted to make herself feel better. No sense in taking chances with the supernatural, and so on. I could tell her train of thought because I sometimes carried the little cross she had given me in my pocket—just as insurance.

[...]

From *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)

"You were born blessed, boy, with land of your own. If you hadn't been, you'd cry out for it while you try to survive... like Mr. Lanier and Mr. Avery. Maybe even do what they doing now. It's hard on a man to give up, but sometimes it seems there just ain't nothing else he can do."

"I... I'm sorry, Papa," Stacey muttered.

After a moment, Papa reached out and draped his arm over Stacey's shoulder.

"Papa," I said, standing to join them, "we giving up too?"

Papa looked down at me and brought me closer, then waved his hand toward the drive.

"You see that fig tree over yonder, Cassie? Them other trees all around... that oak and walnut, they're a lot bigger and they take up more room and give so much shade they almost overshadow that little ole fig. But that fig tree's got roots that run deep, and it belongs in that yard as much as that oak and walnut. It keeps blooming, bearing fruit year after year, knowing all the time it'll never get as big as them other trees. Just keeps on growing and doing what it gotta do. It don't give up. It give up, it'll die. There's a lesson to be learned from that little tree, Cassie girl, 'cause we're like it. We keep doing what we gotta do, and we don't give up. We can't."

Comment [jsm1]: This is the spacing and indentation in my copy. Is this correct?

COPIED

From "Eleven" from *Woman Hollering Creek: And Other Stories* by Sandra Cisneros (1992)

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are -- underneath the year that makes you eleven.

Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five.

And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

|

From *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie (2007)

It's a weird thing.

Reservations were meant to be prisons, you know? Indians were supposed to move onto reservations and die. We were supposed to disappear.

But somehow or another, Indians have forgotten that reservations were meant to be death camps.

I wept because I was the only one who was brave and crazy enough to leave the rez. I was the only one with enough arrogance.

I wept and wept and wept because I knew that I was never going to drink and because I was never going to kill myself and because I was going to have a better life out in the white world.

I realized that I might be a lonely Indian boy, but I was not alone in my loneliness. There were millions of other Americans who had left their birthplaces in search of a dream.

I realized that, sure, I was a Spokane Indian. I belonged to that tribe. But I also belonged to the tribe of American immigrants. And to the tribe of basketball players. And to the tribe of bookworms.

And the tribe of cartoonists.

And the tribe of teenage boys.

And the tribe of small-town kids.

And the tribe of Pacific Northwesterners.

And the tribe of tortilla chips-and-salsa lovers.

And the tribe of poverty.

And the tribe of funeral-goers.

And the tribe of beloved sons.

And the tribe of boys who really missed their best friends.

It was a huge realization.

And that's when I knew that I was going to be okay.

|

From *Where the Mountain Meets the Moon* by Grace Lin (2009)

Chapter 1

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

Crowded in the corner of where Fruitless Mountain and the Jade River met was a village that was a shade of faded brown. This was because the land around the village was hard and poor. To coax rice out of the stubborn land, the field had to be flooded with water. The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull color of dried mud.

One of the houses in this village was so small that its wood boards, held together by the roof, made one think of a bunch of matches tied with a piece of twine. Inside, there was barely enough room for three people to sit around the table—which was lucky because only three people lived there. One of them was a young girl called Minli.

Minli was not brown and dull like the rest of the village. She had glossy black hair with pink cheeks, shining eyes always eager for adventure, and a fast smile that flashed from her face. When people saw her lively and impulsive spirit, they thought her name, which meant *quick thinking*, suited her well. “Too well,” her mother sighed, as Minli had a habit of quick acting as well.

[...]

|

“The Fox and the Crow” by Aesop (translation 1884)

A Crow, having stolen a bit of flesh, perched in a tree, and held it in her beak. A Fox, seeing her, longed to possess himself of the flesh, and by a wily stratagem succeeded. "How handsome is the Crow," he exclaimed, "in the beauty of her shape and in the fairness of her complexion! Oh, if her voice were only equal to her beauty, she would deservedly be considered the Queen of Birds!" This he said deceitfully, having greater admiration for the meat than for the crow. But the Crow, all her vanity aroused by the cunning flattery, and anxious to refute the reflection cast upon her voice, set up a loud caw, and dropped the flesh. The Fox quickly picked it up, and thus addressed the Crow: "My good Crow, your voice is right enough, but your wit is wanting."

He who listens to flattery is not wise, for it has no good purpose.

From "The Emperor's New Clothes" by Hans Christian Andersen (translation 1837)

Many years ago, there was an Emperor, who was so excessively fond of new clothes, that he spent all his money in dress. He did not trouble himself in the least about his soldiers; nor did he care to go either to the theatre or the chase, except for the opportunities then afforded him for displaying his new clothes. He had a different suit for each hour of the day; and as of any other king or emperor, one is accustomed to say, "he is sitting in council," it was always said of him, "The Emperor is sitting in his wardrobe."

Time passed merrily in the large town which was his capital; strangers arrived every day at the court. One day, two rogues, calling themselves weavers, made their appearance. They gave out that they knew how to weave stuffs of the most beautiful colors and elaborate patterns, the clothes manufactured from which should have the wonderful property of remaining invisible to everyone who was unfit for the office he held, or who was extraordinarily simple in character.

"These must, indeed, be splendid clothes!" thought the Emperor. "Had I such a suit, I might at once find out what men in my realms are unfit for their office, and also be able to distinguish the wise from the foolish! This stuff must be woven for me immediately." And he caused large sums of money to be given to both the weavers in order that they might begin their work directly.

So the two pretended weavers set up two looms, and affected to work very busily, though in reality they did nothing at all. They asked for the most delicate silk and the purest gold thread; put both into their own knapsacks; and then continued their pretended work at the empty looms until late at night.

From "The Minotaur" from *Tanglewood Tales* by Nathaniel Hawthorne (1853)

"Alas! my son," quoth King Aegeus, heaving a long sigh, "here is a very lamentable matter in hand! This is the woofullest anniversary in the whole year. It is the day when we annually draw lots to see which of the youths and maids of Athens shall go to be devoured by the horrible Minotaur!"

"The Minotaur!" exclaimed Prince Theseus; and like a brave young prince as he was, he put his hand to the hilt of his sword. "What kind of a monster may that be? Is it not possible, at the risk of one's life, to slay him?"

But King Aegeus shook his venerable head, and to convince Theseus that it was quite a hopeless case, he gave him an explanation of the whole affair. It seems that in the island of Crete there lived a certain dreadful monster, called a Minotaur, which was shaped partly like a man and partly like a bull, and was altogether such a hideous sort of a creature that it is really disagreeable to think of him. If he were suffered to exist at all, it should have been on some desert island, or in the duskiness of some deep cavern, where nobody would ever be tormented by his abominable aspect. But King Minos, who reigned over Crete, laid out a vast deal of money in building a habitation for the Minotaur, and took great care of his health and comfort, merely for mischief's sake. A few years before this time, there had been a war between the city of Athens and the island of Crete, in which the Athenians were beaten, and compelled to beg for peace. No peace could they obtain, however, except on condition that they should send seven young men and seven maidens, every year, to be devoured by the pet monster of the cruel King Minos. For three years past, this grievous calamity had been borne. And the sobs, and groans, and shrieks, with which the city was now filled, were caused by the people's woe, because the fatal day had come again, when the fourteen victims were to be chosen by lot; and the old people feared lest their sons or daughters might be taken, and the youths and damsels dreaded lest they themselves might be destined to glut the ravenous maw of that detestable man-brute.

But when Theseus heard the story, he straightened himself up, so that he seemed taller than ever before; and as for his face it was indignant, despiteful, bold, tender, and compassionate, all in one look.

"Let the people of Athens this year draw lots for only six young men, instead of seven," said he, "I will myself be the seventh; and let the Minotaur devour me if he can!"

"O my dear son," cried King Aegeus, "why should you expose yourself to this horrible fate? You are a royal prince, and have a right to hold yourself above the destinies of common men."

"It is because I am a prince, your son, and the rightful heir of your kingdom, that I freely take upon me the calamity of your subjects," answered Theseus, "And you, my father, being king over these people, and answerable to Heaven for their welfare, are bound to sacrifice what is dearest to you, rather than that the son or daughter of the poorest citizen should come to any harm."

From "The People Could Fly" from *The People Could Fly: American Black Folktales* by Virginia Hamilton (1985)

They say the people could fly. Say that long ago in Africa, some of the people knew magic. And they would walk up on the air like climbin up on a gate. And they flew like blackbirds over the fields. Black, shiny wings flappin against the blue up there.

Then, many of the people were captured for Slavery. The ones that could fly shed their wings. They couldn't take their wings across the water on slave ships. Too crowded, don't you know.

The folks were full of misery, then. Got sick with the up and down of the sea. So they forgot about flyin when they could no longer breath the sweet scent of Africa.

Say the people who could fly kept their power, although they shed their wings. They looked the same as the other people from Africa who had been coming over, who had dark skin. Say you couldn't tell anymore one who could fly from one who couldn't.

One such who could was an old man, call him Toby. And standin tall, yet afraid, was a young woman who once had wings. Call her Sarah. Now Sarah carried a babe tied to her back. She trembled to be so hard worked and scorned.

The slaves labored in the fields from sunup to sundown. The owner of the slaves callin himself their Master. Say he was a hard lump of clay. A hard, glinty coal. A hard rock pile, wouldn't be moved. His Overseer on horseback pointed out the slaves who were slowin down. So the one called Driver cracked his whip over the slow ones to make them move faster. That whip was a slice-open cut of pain. So they did move faster. Had to.

[...]

CONFIDENTIAL

From *Black Ships before Troy: The Story of the Iliad* by Rosemary Sutcliff (1993)

In the high and far-off days when men were heroes and walked with the gods, Peleus, king of the Myrmidons, took for his wife a sea nymph called Thetis, Thetis of the Silver Feet. Many guests came to their wedding feast, and among the mortal guests came all the gods of high Olympus.

But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord, had been left out because wherever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

All she did—it seemed a small thing—was to toss down on the table a golden apple. Then she breathed upon the guests once, and vanished.

The apple lay gleaming among the piled fruits and the brimming wine cups; and bending close to look at it, everyone could see the words "To the fairest" traced on its side.

Then the three greatest of the goddesses each claimed that it was hers. Hera claimed it as wife to Zeus, the All-father, and queen of all the gods. Athene claimed that she had the better right, for the beauty of wisdom such as hers surpassed all else. Aphrodite only smiled, and asked who had a better claim to beauty's prize than the goddess of beauty herself.

They fell to arguing among themselves; the argument became a quarrel, and the quarrel grew more and more bitter, and each called upon the assembled guests to judge between them. But the other guests refused, for they knew well enough that, whichever goddess they chose to receive the golden apple, they would make enemies of the other two.

Poetry

"Paul Revere's Ride" by Henry Wadsworth Longfellow (1861)

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed to the tower of the church,
Up the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,—
Up the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,

And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

|
It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled,--
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,--
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

|

“Jabberwocky” by Lewis Carroll (1872)

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

'Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!'

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

'And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

|

**“Twelfth Song of Thunder” from *The Mountain Chant: A Navajo Ceremony* – Navajo tradition
(1887)**

The voice that beautifies the land!
The voice above,
The voice of thunder
Within the dark cloud
Again and again it sounds,
The voice that beautifies the land.

The voice that beautifies the land!
The voice below,
The voice of the grasshopper
Among the plants
Again and again it sounds,
The voice that beautifies the land.

CONFIDENTIAL

|

“The Song of Wandering” by W.B. Yeats (1899)

I WENT out to the hazel wood,
Because a fire was in my head,
And cut and peeled a hazel wand,
And hooked a berry to a thread;
And when white moths were on the wing,
And moth-like stars were flickering out,
I dropped the berry in a stream
And caught a little silver trout.

When I had laid it on the floor
I went to blow the fire a-flame,
But something rustled on the floor,
And someone called me by my name:
It had become a glimmering girl
With apple blossom in her hair
Who called me by my name and ran
And faded through the brightening air.

Though I am old with wandering
Through hollow lands and hilly lands,
I will find out where she has gone,
And kiss her lips and take her hands;
And walk among long dappled grass,
And pluck till time and times are done,
The silver apples of the moon,
The golden apples of the sun.

|

“The Railway Train” by Emily Dickinson (1893)

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step

Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare

To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill

And neigh like Boanerges;
Then, punctual as a star,
Stop -- docile and omnipotent --
At its own stable door.



|

“Chicago” from *Chicago Poems* by Carl Sandburg (1914)

Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the Nation's Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders:

They tell me you are wicked and I believe them, for I have seen your painted women under the gas lamps luring the farm boys.

And they tell me you are crooked and I answer: Yes, it is true I have seen the gunman kill and go free to kill again.

And they tell me you are brutal and my reply is: On the faces of women and children I have seen the marks of wanton hunger.

And having answered so I turn once more to those who sneer at this my city, and I give them back the sneer and say to them:

Come and show me another city with lifted head singing so proud to be alive and coarse and strong and cunning.

Flinging magnetic curses amid the toil of piling job on job, here is a tall bold slugger set vivid against the little soft cities;

Fierce as a dog with tongue lapping for action, cunning as a savage pitted against the wilderness,

Bareheaded,
Shoveling,
Wrecking,
Planning,
Building, breaking, rebuilding,

Under the smoke, dust all over his mouth, laughing with white teeth,

Under the terrible burden of destiny laughing as a young man laughs,

Laughing even as an ignorant fighter laughs who has never lost a battle,

Bragging and laughing that under his wrist is the pulse, and under his ribs the heart of the people,

Laughing!

Laughing the stormy, husky, brawling laughter of Youth, half-naked, sweating, proud to be Hog Butcher, Tool Maker, Stacker of Wheat, Player with Railroads and Freight Handler to the Nation.

|

“I, Too” by Langston Hughes (1925)

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I’ll be at the table
When company comes.
Nobody’ll dare
Say to me,
“Eat in the kitchen,”
Then,

Besides,
They’ll see how beautiful I am
And be ashamed—

I, too, am America.



|

“Oranges” from *Black Hair* by Gary Soto (1985)

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
With rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used car lot and a line
Of newly planted trees,
Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
I turned to the candies
Tiered like bleachers,
And asked what she wanted -
Light in her eyes, a smile
Starting at the corners
Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn't say anything.
I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady's eyes met mine,
And held them, knowing
Very well what it was all
About.

Outside,
A few cars hissing past,
Fog hanging like old

|

Coats between the trees.
I took my girl's hand
In mine for two blocks,
Then released it to let
Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,
Someone might have thought
I was making a fire in my hands.

CONFIDENTIAL

"A Poem for My Librarian, Mrs. Long" from *Acolytes* by Nikki Giovanni (2007)

A Poem for My Librarian, Mrs. Long
(You never know what troubled little girl needs a book)

At a time when there was not tv before 3:00 P.M.
And on Sunday none until 5:00
We sat on the front porches watching
The jfg sign go on and off greeting
The neighbors, discussion the political
Situation congratulating the preacher
On his sermon
There was always the radio which brought us
Songs from wlac in nashville and what we would now call
Easy listening or smooth jazz but when I listened
Late at night with my portable (that I was so proud of)
Tucked under my pillow
I heard nat king cole and matt dennis, june christy and ella fitzgerald
And sometimes sarah vaughan sing black coffee
Which I now drink
It was just called music

There was a bookstore uptown on gay street
Which I visited and inhaled that wonderful odor
Of new books
Even today I read hardcover as a preference paperback only
As a last resort

And up the hill on vine street
(The main black corridor) sat our carnegie library
Mrs. Long always glad to see you
The stereoscope always ready to show you faraway
Places to dream about

Mrs. Long asking what are you looking for today
When I wanted *Leaves of Grass* or alfred north whitehead
She would go to the big library uptown and I now know
Hat in hand to ask to borrow so that I might borrow

Probably they said something humiliating since southern
Whites like to humiliate southern blacks

But she nonetheless brought the books
Back and I held them to my chest
Close to my heart
And happily skipped back to grandmother's house
Where I would sit on the front porch
In a gray glider and dream of a world
Far away

I love the world where I was
I was safe and warm and grandmother gave me neck kissed
When I was on my way to bed

But there was a world
Somewhere
Out there
And Mrs. Long opened that wardrobe
But no lions or witches scared me
I went through
Knowing there would be
Spring

CONFIDENTIAL

Drama

From *The Diary of Anne Franke* by Frances Goodrich and Albert Hackett (1958)

From Act I, Scene 1:

MIEP But, Mr. Frank, there are letters, notes . . .

MR FRANK Burn them. All of them.

MIEP Burn this? *(She hands him a worn, velour-covered book.)*

MR FRANK *(quietly)* Anne's diary. *(He opens the diary and reads.)* 'Monday, the sixth of July, nineteen hundred and forty-two.' *(To MIEP.)* Nineteen hundred and forty-two. Is it possible, Miep? Only three years ago. *(He reads.)* 'Dear Diary, since you and I are going to be great friends, I will start by telling you about myself. My name is Anne Frank. I am thirteen years old. I was born in Germany the twelfth of June, nineteen twenty-nine. As my family is Jewish we emigrated to Holland when Hitler came to power.'

Literary Nonfiction

From "Letter on Thomas Jefferson" by John Adams (1822, 1850)

[...]

Mr. Jefferson came into Congress, in June, 1775, and brought with him a reputation for literature, science, science, and a happy talent of composition. Writings of his were handed about, remarkable for the peculiar felicity of expression. Though a silent member in Congress, he was so prompt, frank, explicit, and decisive upon committees and in conversation, not even Samuel Adams was more so, that he soon seized upon my heart; and upon this occasion I gave him my vote, and did all in my power to procure the votes of others. I think he had one more vote than any other, and that placed him at the head of the committee. I had the next highest number, and that placed me second. The committee met, discussed the subject, and then appointed Mr. Jefferson and me to make the draught, I suppose because we were the two first on the list.

The subcommittee met. Jefferson proposed to me to make the draft. I said, 'I will not,' 'You should do it.' 'Oh! no.' 'Why will you not? You ought to do it.' 'I will not.' 'Why?' 'Reasons enough.' 'What can be your reasons?' 'Reason first, you are a Virginian, and a Virginian ought to appear at the head of this business. Reason second, I am obnoxious, suspected, and unpopular. You are very much otherwise. Reason third, you can write ten times better than I can.' 'Well,' said Jefferson, 'if you are decided, I will do as well as I can.' 'Very well. When you have drawn it up, we will have a meeting.'

[...]

From *Narrative of the Life of Frederick Douglass An American Slave* by Frederick Douglass(1845)

[...]

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, *but I am a slave for life!* Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being *a slave for life* began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted

would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

[...]



|

“Gettysburg Address” by Abraham Lincoln(1863)

Fourscore and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We are met to dedicate a portion of it as the final resting-place of those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a large sense we cannot dedicate,—we cannot consecrate,— we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work that they have thus far so nobly carried on. It is, rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that Government of the people, by the people and for the people, shall not perish from the earth.

CONFIDENTIAL

|

From "Blood, Toil, Tears and Sweat" by Winston Churchill (1940)

[...]

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.

[...]

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

"I Am an American" Day Address by Learned Hand (1944)

We have gathered here to affirm a faith, a faith in a common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land.

What was the object that nerved us, or those who went before us, to this choice? We sought liberty; freedom from oppression, freedom from want, freedom to be ourselves. This we then sought; this we now believe that we are by way of winning.

What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it.

And what is this liberty which must lie in the hearts of men and women? It is not the ruthless, the unbridled will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few; as we have learned to our sorrow.

"What then is the spirit of liberty? I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the mind of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded.

The spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned but never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest.

And now in that spirit, that spirit of an America which has never been, and which may never be; nay, which never will be except as the conscience and courage of Americans create it; yet in the spirit of that America which lies hidden in some form in the aspirations of us all; in the spirit of that America for which our young men are at this moment fighting and dying; in that spirit of liberty and of America I ask you to rise and with me pledge our faith in the glorious destiny of our beloved country.

“Remarks to the Senate in Support of a Declaration of Conscience” by Margaret Chase Smith (1950)

Mr. President:

I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership in either the Legislative Branch or the Executive Branch of our Government.

That leadership is so lacking that serious and responsible proposals are being made that national advisory commissions be appointed to provide such critically needed leadership.

I speak as briefly as possible because too much harm has already been done with irresponsible words of bitterness and selfish political opportunism. I speak as briefly as possible because the issue is too great to be obscured by eloquence. I speak simply and briefly in the hope that my words will be taken to heart.

I speak as a Republican. I speak as a woman. I speak as a United States Senator. I speak as an American.

The United States Senate has long enjoyed worldwide respect as the greatest deliberative body in the world. But recently that deliberative character has too often been debased to the level of a forum of hate and character assassination sheltered by the shield of congressional immunity.

It is ironical that we Senators can in debate in the Senate directly or indirectly, by any form of words, impute to any American who is not a Senator any conduct or motive unworthy or unbecoming an American—and without that non-Senator American having any legal redress against us—yet if we say the same thing in the Senate about our colleagues we can be stopped on the grounds of being out of order.

It is strange that we can verbally attack anyone else without restraint and with full protection and yet we hold ourselves above the same type of criticism here on the Senate Floor. Surely the United States Senate is big enough to take self-criticism and self-appraisal. Surely we should be able to take the same kind of character attacks that we “dish out” to outsiders.

I think that it is high time for the United States Senate and its members to do some soul-searching—for us to weigh our consciences—on the manner in which we are performing our duty to the people of America—on the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation.

Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism:

The right to criticize;
The right to hold unpopular beliefs;
The right to protest;
The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us doesn't? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as "Communists" or "Fascists" by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases, such as the Amerasia case, the Hiss case, the Coplon case, the Gold case, to cause the nationwide distrust and strong suspicion that there may be something to the unproved, sensational accusations.

As a Republican, I say to my colleagues on this side of the aisle that the Republican Party faces a challenge today that is not unlike the challenge that it faced back in Lincoln's day. The Republican Party so successfully met that challenge that it emerged from the Civil War as the champion of a united nation—in addition to being a Party that unrelentingly fought loose spending and loose programs.

Today our country is being psychologically divided by the confusion and the suspicions that are bred in the United States Senate to spread like cancerous tentacles of "know nothing, suspect everything" attitudes. Today we have a Democratic Administration that has developed a mania for loose spending and loose programs. History is repeating itself—and the Republican Party again has the opportunity to emerge as the champion of unity and prudence.

The record of the present Democratic Administration has provided us with sufficient campaign issues without the necessity of resorting to political smears. America is rapidly losing its position as leader of the world simply because the Democratic Administration has pitifully failed to provide effective leadership.

The Democratic Administration has completely confused the American people by its daily contradictory grave warnings and optimistic assurances--that show the people that our Democratic Administration has no idea of where it is going.

The Democratic Administration has greatly lost the confidence of the American people by its complacency to the threat of communism here at home and the leak of vital secrets to Russia through key officials of the Democratic Administration. There are enough proved cases to make this point without diluting our criticism with unproved charges.

Surely these are sufficient reasons to make it clear to the American people that it is time for a change and that a Republican victory is necessary to the security of this country. Surely it is clear that this nation will continue to suffer as long as it is governed by the present ineffective Democratic Administration.

Yet to displace it with a Republican regime embracing a philosophy that lacks political integrity or intellectual honesty would prove equally disastrous to this nation. The nation sorely needs a Republican victory. But I don't want to see the Republican Party ride to political victory on the Four Horsemen of Calumny—Fear, Ignorance, Bigotry, and Smear.

I doubt if the Republican Party could—simply because I don't believe the American people will uphold any political party that puts political exploitation above national interest. Surely we Republicans aren't that desperate for victory.

I don't want to see the Republican Party win that way. While it might be a fleeting victory for the Republican Party, it would be a more lasting defeat for the American people. Surely it would ultimately be suicide for the Republican Party and the two-party system that has protected our American liberties from the dictatorship of a one party system.

As members of the Minority Party, we do not have the primary authority to formulate the policy of our Government. But we do have the responsibility of rendering constructive criticism, of clarifying issues, of allaying fears by acting as responsible citizens.

As a woman, I wonder how the mothers, wives, sisters, and daughters feel about the way in which members of their families have been politically mangled in the Senate debate—and I use the word "debate" advisedly.

As a United States Senator, I am not proud of the way in which the Senate has been made a publicity platform for irresponsible sensationalism. I am not proud of the reckless abandon in which unproved charges have been hurled from the side of the aisle. I am not proud of the obviously staged, undignified countercharges that have been attempted in retaliation from the other side of the aisle.

I don't like the way the Senate has been made a rendezvous for vilification, for selfish political gain at the sacrifice of individual reputations and national unity. I am not proud of the way we smear outsiders from the Floor of the Senate and hide behind the cloak of congressional immunity and still place ourselves beyond criticism on the Floor of the Senate.

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of "confuse, divide, and conquer." As an American, I don't want a Democratic Administration "whitewash" or "cover-up" any more than I want a Republican smear or witch hunt.

As an American, I condemn a Republican "Fascist" just as much I condemn a Democratic "Communist." I condemn a Democrat "Fascist" just as much as I condemn a Republican "Communist." They are equally dangerous to you and me and to our country. As an American, I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts that I have drafted what I call a "Declaration of Conscience." I am gratified that Senator Tobey, Senator Aiken, Senator Morse, Senator Ives, Senator Thye, and Senator Hendrickson have concurred in that declaration and have authorized me to announce their concurrence.

From *Travels with Charley: In Search of America* by John Steinbeck (1962)

I soon discovered that if a wayfaring stranger wishes to eavesdrop on a local population the places for him to slip in and hold his peace are bars and churches. But some New England towns don't have bars, and church is only on Sunday. A good alternative is the roadside restaurant where men gather for breakfast before going to work or going hunting. To find these places inhabited one must get up very early. And there is a drawback even to this. Early-rising men not only do not talk much to strangers, they barely talk to one another. Breakfast conversation is limited to a series of laconic grunts. The natural New England taciturnity reaches its glorious perfection at breakfast.

[...] An icy mist covered the hills and froze on my windshield. I am not normally a breakfast eater, but here I had to be or I wouldn't see anybody unless I stopped for gas. At the first lighted roadside restaurant I pulled in and took my seat at a counter. The customers were folded over their coffee cups like ferns. A normal conversation is as follows:

WAITRESS: "Same?"

CUSTOMER: "Yep."

WAITRESS: "Cold enough for you?"

CUSTOMER: "Yep."

(Ten minutes.)

WAITRESS: "Refill?"

CUSTOMER: "Yep."

This is a really talkative customer.

"I Have a Dream" by Martin Luther King, Jr. (1963)

I say to you today, my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the State of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day down in Alabama with its vicious racists, with its Governor having his lips dripping with the words of interposition and nullification—one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee,
Sweet land of liberty,
Of thee I sing:
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side
Let Freedom ring.

And if America is to be a great nation, this must become true. So, let freedom ring from the prodigious hill tops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

|

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. And when we allow freedom to ring, when we let it ring from every village, from every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! free at last! thank God almighty, we are free at last!"

CONFIDENTIAL

From "Address to the Nation on Civil Rights" by John F. Kennedy (1963)

Good evening, my fellow citizens:

This afternoon, following a series of threats and defiant statements, the presence of Alabama National Guardsmen was required on the University of Alabama to carry out the final and unequivocal order of the United States District Court of the Northern District of Alabama. That order called for the admission of two clearly qualified young Alabama residents who happened to have been born Negro. That they were admitted peacefully on the campus is due in good measure to the conduct of the students of the University of Alabama, who met their responsibilities in a constructive way.

I hope that every American, regardless of where he lives, will stop and examine his conscience about this and other related incidents. This Nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened.

Today, we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops. It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal. It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the State in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is 7 years shorter, and the prospects of earning only half as much.

This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue. In a time of domestic crisis men of good will and generosity should be able to unite regardless of party or politics. This is not even a legal or legislative issue alone. It is better to settle these matters in the courts than on the streets, and new laws are needed at every level, but law alone cannot make men see right. We are confronted primarily with a moral issue. It is as old as the Scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who

will represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression. And this Nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free.

We preach freedom around the world, and we mean it, and we cherish our freedom here at home, but are we to say to the world, and much more importantly, to each other that this is the land of the free except for the Negroes; that we have no second-class citizens except Negroes; that we have no class or caste system, no ghettos, no master race except with respect to Negroes?

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them. The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives. It is not enough to pin the blame on others, to say this a problem of one section of the country or another, or deplore the facts that we face. A great change is at hand, and our task, our obligation, is to make that revolution, that change, peaceful and constructive for all. Those who do nothing are inviting shame, as well as violence. Those who act boldly are recognizing right, as well as reality.

[...]

This is one country. It has become one country because all of us and all the people who came here had an equal chance to develop their talents. We cannot say to ten percent of the population that you can't have that right; that your children cannot have the chance to develop whatever talents they have; that the only way that they are going to get their rights is to go in the street and demonstrate. I think we owe them and we owe ourselves a better country than that.

Therefore, I'm asking for your help in making it easier for us to move ahead and to provide the kind of equality of treatment which we would want ourselves; to give a chance for every child to be educated to the limit of his talents.

As I've said before, not every child has an equal talent or an equal ability or equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.

We have a right to expect that the Negro community will be responsible, will uphold the law, but they have a right to expect that the law will be fair, that the Constitution will be color blind, as Justice Harlan said at the turn of the century.

|

This is what we're talking about and this is a matter which concerns this country and what it stands for, and in meeting it I ask the support of all our citizens.

Thank you very much.

CONFIDENTIAL

From *I Know Why the Caged Bird Sings* by Maya Angelou (1969)

She said she was going to give me some books and that I not only must read them, I must read them aloud. She suggested that I try to make a sentence sound in as many different ways as possible.

"I'll accept no excuse if you return a book to me that has been badly handled." My imagination boggled at the punishment I would deserve if in fact I did abuse a book of Mrs. Flowers'. Death would be too kind and brief.

The odors in the house surprised me. Somehow I had never connected Mrs. Flowers with food or eating or any other common experience of common people. There must have been an outhouse, too, but my mind never recorded it.

The sweet scent of vanilla had met us as she opened the door.

"I made tea cookies this morning. You see, I had planned to invite you for cookies and lemonade so we could have this little chat. The lemonade is in the icebox."

It followed that Mrs. Flowers would have ice on an ordinary day, when most families in our town bought ice late on Saturdays only a few times during the summer to be used in the wooden ice-cream freezers.

She took the bags from me and disappeared through the kitchen door. I looked around the room that I had never in my wildest fantasies imagined I would see. Browned photographs leered or threatened from the walls and the white, freshly done curtains pushed against themselves and against the wind. I wanted to gobble up the room entire and take it to Bailey, who would help me analyze and enjoy it.

"Have a seat, Marguerite. Over there by the table." She carried a platter covered with a tea towel. Although she warned that she hadn't tried her hand at baking sweets for some time, I was certain that like everything else about her the cookies would be perfect.

They were flat round wafers, slightly browned on the edges and butter-yellow in the center. With the cold lemonade they were sufficient for childhood's lifelong diet. Remembering my manners, I took nice little lady-like bites off the edges. She said she had made them expressly for me and that she had a few in the kitchen that I could take home to my brother. So I jammed one whole cake in my mouth and the rough crumbs scratched the insides of my jaws, and if I hadn't had to swallow, it would have been a dream come true.

As I ate she began the first of what we later called "my lessons in living." She said that I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and even more intelligent than college professors. She encouraged me to listen carefully to what country people called mother wit. That in those homely sayings was couched the collective wisdom of generations.

For Reading in Other Disciplines

History/Civics

<i>Preamble and First Amendment of the United States Constitution</i> by United States (1787, 1791)	57
From <i>Whitney v. California</i> 274 U.S. 357 (<i>Brandeis Concurrence</i>) by Louis D. Brandeis (1927)	58
From <i>A Night to Remember</i> by Walter Lord (1955)	59
From <i>The Great Fire</i> by Jim Murphy (1995)	60
From <i>Blue & Gray: African Americans in the Civil War</i> by Jim Haskins (1998)	61
From <i>Words We Live By: Your Annotated Guide to the Constitution</i> by Linda R. Monk (2003)	62
From <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman (2006)	63

Science and Technology

"Biography of an Atom" by Jacob Bronowski and Millicent Selsam (1965)	64
From "Gravity in reverse: the tale of Albert Einstein's 'greatest blunder'" by Neil deGrasse Tyson (2003)	65
From "The Evolution of the Grocery Bag" by Henry Petroski (2003)	66
From <i>Genetics: From DNA to Designer Dogs</i> by Kathleen Simpson and Sarah Tishkoff (2008)	67

Mathematics

From "Dial versus Digital" from <i>The Dangers of Intelligence and Other Science Essays</i> by Isaac Asimov (1985)	68
From <i>The Number Devil: A Mathematical Adventure</i> by Hans Magnus Enzensberger & Rotraut Susanne Berner (1998)	69
From <i>Math Trek: Adventures in the Math Zone</i> by Ivars Peterson and Nancy Henderson (2000)	70
From <i>Coincidences, Chaos and All That Math Jazz</i> by Edward B. Burger and Michael Starbird (2005)	71

The Arts

From <i>Cathedral: The Story of Its Construction</i> by David Macaulay (1973)	72
From <i>A Short Walk through the Pyramids and through the World of Art</i> by Phillip Isaacson (1993)	73
From <i>Vincent Van Gogh: Portrait of an Artist</i> by Jan Greenberg and Sandra Jordan (2001)	74
From <i>This Land Was Made for You and Me: The Life and Songs of Woody Guthrie</i> by Elizabeth Partridge (2002)	75

History/Civics

Preamble and First Amendment of the United States Constitution by United States (1787, 1791)

Preamble

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America.

Amendment I

Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.

From *Whitney v. California* 274 U.S. 357 (*Brandeis Concurrence*) by Louis D. Brandeis (1927)

Fear of serious injury cannot alone justify suppression of free speech and assembly. Men feared witches and burnt women. It is the function of speech to free men from the bondage of irrational fears. To justify suppression of free speech, there must be reasonable ground to fear that serious evil will result if free speech is practiced. There must be reasonable ground to believe that the danger apprehended is imminent. There must be reasonable ground to believe that the evil to be prevented is a serious one. Every denunciation of existing law tends in some measure to increase the probability that there will be violation of it. Condonation of a breach enhances the probability. Expressions of approval add to the probability. Propagation of the criminal state of mind by teaching syndicalism increases it. Advocacy of law-breaking heightens it still further. But even advocacy of violation, however reprehensible morally, is not a justification for denying free speech where the advocacy falls short of incitement and there is nothing to indicate that the advocacy would be immediately acted on. The wide difference between advocacy and incitement, between preparation and attempt, between assembling and conspiracy, must be borne in mind. In order to support a finding of clear and present danger, it must be shown either that immediate serious violence was to be expected or was advocated, or that the past conduct furnished reason to believe that such advocacy was then contemplated.

Those who won our independence by revolution were not cowards. They did not fear political change. They did not exalt order at the cost of liberty. To courageous, self-reliant men, with confidence in the power of free and fearless reasoning applied through the processes of popular government, no danger flowing from speech can be deemed clear and present unless the incidence of the evil apprehended is so imminent that it may befall before there is opportunity for full discussion. If there be time to expose through discussion the falsehood and fallacies, to avert the evil by the processes of education, the remedy to be applied is more speech, not enforced silence. Only an emergency can justify repression. Such must be the rule if authority is to be reconciled with freedom. (Such, in my opinion, is the command of the Constitution. It is therefore always open to Americans to challenge a law abridging free speech and assembly by showing that there was no emergency justifying it.

From *A Night to Remember* by Walter Lord (1955)

High in the crow's nest of the New White Star Liner Titanic, Lookout Frederick Fleet peered into a dazzling night. It was calm, clear and bitterly cold. There was no moon, but the cloudless sky blazed with stars. The Atlantic was like polished plate glass; people later said they had never seen it so smooth.

This was the fifth night of the Titanic's maiden voyage to New York, and it was already clear that she was not only the largest but also the most glamorous ship in the world. Even the passengers' dogs were glamorous. John Jacob Astor had along his Airedale Kitty. Henry Sleeper Harper, of the publishing family, had his prize Pekingese Sun Yat-sen. Robert W. Daniel, the Philadelphia banker, was bringing back a champion French bulldog just purchased in Britain. Clarence Moore of Washington had also been dog shopping, but the 50 pairs of English foxhounds he bought for the Loudoun Hunt weren't making the trip.

This was all another world to Frederick Fleet. He was one of six lookouts carried by the Titanic, and the lookouts didn't worry about passenger problems. They were the "eyes of the ship," and on this particular night Fleet had been warned to watch especially for icebergs.

So far, so good. On duty at 10 o'clock ...a few words about the ice problem with Lookout Reginald Lee, who shared the same watch...a few more words about the cold...but mostly just silence, as the two men stared into the darkness.

Now the watch was almost over, and still there was nothing unusual. Just the night, the stars, the biting cold, the wind that whistled through the rigging as the Titanic raced across the calm, black sea at 22 ½ knots. It was almost 11:40 p.m. on Sunday, the 14th of April, 1912.

Suddenly Fleet saw something directly ahead, even darker than the darkness.

From *The Great Fire* by Jim Murphy (1995)

Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them — such as the Courthouse and the Tribune Building — large and ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. It was also a common practice to disguise wood as another kind of building material. The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered with cleverly painted copper or tin.

The situation was worst in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses — all made of fast-burning wood, naturally. Because both Patrick and Catherine O’Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet. Interspersed in these residential areas were a variety of businesses — paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.

Wealthier districts were by no means free of fire hazards. Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.

The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together. Chicago had been built largely on soggy marshland that flooded every time it rained. As the years passed and the town developed, a quick solution to the water and mud problem was needed. The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet. On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks bound the 23,000 acres of the city in a highly combustible knot.

From *Blue & Gray: African Americans in the Civil War* by Jim Haskins (1998)

Introduction: A "White Man's War?"

In 1775 the first shots were fired in the war between the thirteen American colonies and Great Britain that ended in a victory for the colonists and the founding of a new nation, the United States of America. Only eighty-five years later, in 1861, the first shots were fired in a different war—a war between the states that became known as the Civil War. It was a war fought between the Confederate States of America—and the states that remained in the Union, each side representing a distinct economy, labor system, and philosophy of government. The southern states that formed the Confederacy had agricultural economies that depended on a slave workforce and believed that any rights not granted to the federal government by the United States Constitution belonged to the states. The northern states were undergoing rapid industrialization, which depended on wage labor, and while northerners disagreed among themselves about slavery, most believed it represented a direct challenge to their own rights and freedoms. Most also believed that a strong federal government, with the ability to legislate behavior in areas not specifically set forth in the Constitution, was key to the growth and strength of the American republic. It was inevitable that these two very distinct societies would clash. For the Confederates, nicknamed Rebels, the Civil War was a new war of Independence. For the Unionists, nicknamed Yankees, it was a war to preserve the Union that had been so dearly won in the American Revolution.

In the eyes of the four and an half million African Americans, enslaved and free, it was a war about slavery; and they wanted to be part of the fight. But many northern whites did not want blacks to serve in the northern military. They called it a "white man's war" and said that slavery was not the main point of the conflict. At first, northern generals actually sent escaped slaves back to their southern masters. Eventually, the Union did accept blacks into its army and navy.

A total of 178,895 black men served in 120 infantry regiments, twelve heavy artillery regiments, ten light artillery batteries, and seven cavalry regiments. Black soldiers constituted twelve percent of the North's fighting forces, and they suffered a disproportionate number of casualties.

[...]

|

From *Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk (2003)
We the People...

The first three words of the Constitution are the most important. They clearly state that the people – not the king, not the legislature, not the courts – are the true rulers in American government. This principle is known as **popular sovereignty**.

But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “We the People? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans – slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens...

The men who gathered in Philadelphia in 1787 could not...have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

From *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman (2006)

Introduction: Why They Walked

Not so long ago in Montgomery, Alabama, the color of your skin determined where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, racial segregation was the rule throughout the American South. Strict laws—called “Jim Crow” laws—enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

People were separated by race from the moment they were born in segregated hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, worship in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S. Constitution. These tests were often rigged to disqualify even highly educated blacks. Those who overcame the obstacles and insisted on registering as voters faced threats, harassment. And even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.

It all started on a bus.

Science and Technology

“Biography of an Atom” by Jacob Bronowski and Millicent Selsam (1965)

The birth began in a young star. A young star is a mass of hydrogen nuclei. Because the star is hot (about thirteen million degrees at the center), the nuclei cannot hold on to their electrons. The electrons wander around. The nuclei of hydrogen—that is, the protons—are moving about very fast too. From time to time one proton runs headlong into another. When this happens, one of the protons loses its electric charge and changes into a neutron. The pair then cling together as a single nucleus of heavy hydrogen. This nucleus will in time capture another proton. Now there is a nucleus with two protons and one neutron, called light helium. When two of these nuclei smash into each other, two protons are expelled in the process. This creates a nucleus of helium with two protons and two neutrons.

This is the fundamental process of *fusion* by which the primitive hydrogen of the universe is built up into a new basic material, helium. In this process, energy is given off in the form of heat and light that make the stars shine. It is the first stage in the birth of the heavier atoms.

After billions of years, the star, now no longer young, has a central core of almost pure helium. The helium nuclei begin to run into one another headlong. Every so often two helium nuclei crash together to form a nucleus of four protons four neutrons. This is called a beryllium-8 nucleus. It is not the stable beryllium that we know on earth, which has another neutron is called beryllium-9. Beryllium-8 is an unstable isotope that has a fantastically short life flies apart almost as soon as it is formed—less than a millionth of a millionth of a second. Only if another helium nucleus crashes into the table beryllium nucleus in the brief moment its life do the parts remain together and form sew stable nucleus of six protons and six neutrons.

This is the moment when a carbon nucleus truly born. The atom of carbon whose story are telling was born by this extraordinary chance billions of years ago.

From "Gravity in reverse: the tale of Albert Einstein's 'greatest blunder'" by Neil deGrasse Tyson (2003)

Sung to the tune of "The Times They Are A-Changin'":

Come gather 'round, math phobes,
Wherever you roam
And admit that the cosmos
Around you has grown
And accept it that soon
You won't know what's worth knowin'
Until Einstein to you
Becomes clearer.
So you'd better start listenin'
Or you'll drift cold and lone
For the cosmos is weird, gettin' weirder.
--The Editors (with apologies to Bob Dylan)

Cosmology has always been weird. Worlds resting on the backs of turtles, matter and energy coming into existence out of much less than thin air. And now, just when you'd gotten familiar, if not really comfortable, with the idea of a big bang, along comes something new to worry about. A mysterious and universal pressure pervades all of space and acts against the cosmic gravity that has tried to drag the universe back together ever since the big bang. On top of that, "negative gravity" has forced the expansion of the universe to accelerate exponentially, and cosmic gravity is losing the tug-of-war.

For these and similarly mind-warping ideas in twentieth-century physics, just blame Albert Einstein.

Einstein hardly ever set foot in the laboratory; he didn't test phenomena or use elaborate equipment. He was a theorist who perfected the "thought experiment," in which you engage nature through your imagination, inventing a situation or a model and then working out the consequences of some physical principle.

If--as was the case for Einstein--a physicist's model is intended to represent the entire universe, then manipulating the model should be tantamount to manipulating the universe itself. Observers and experimentalists can then go out and look for the phenomena predicted by that model. If the model is flawed, or if the theorists make a mistake in their calculations, the observers will detect a mismatch between the model's predictions and the way things happen in the real universe. That's the first cue to try again, either by adjusting the old model or by creating a new one.

One of the most powerful and far-reaching theoretical models ever devised is Einstein's theory of general relativity, published in 1916 as "The Foundation of the General Theory of Relativity" and refined in 1917 in "Cosmological Considerations in the General Theory of Relativity." Together, the papers outline the relevant mathematical details of how everything in the universe moves under the influence of gravity. Every few years, laboratory scientists devise ever more precise experiments to test the theory, only to extend the envelope of its accuracy.

|

From "The Evolution of the Grocery Bag" by Henry Petroski (2003)

That much-reviled bottleneck known as the American supermarket checkout lane would be an even greater exercise in frustration were it not for several technological advances. The Universal Product Code and the decoding laser scanner, introduced in 1974, tally a shopper's groceries far more quickly and accurately than the old method of inputting each purchase manually into a cash register. But beeping a large order past the scanner would have led only to a faster pileup of cans and boxes down the line, where the bagger works, had it not been for the introduction, more than a century earlier, of an even greater technological masterpiece: the square-bottomed paper bag.

The geometry of paper bags continues to hold a magical appeal for those of us who are fascinated by how ordinary things are designed and made. Originally, grocery bags were created on demand by storekeepers, who cut, folded, and pasted sheets of paper, making versatile containers into which purchases could be loaded for carrying home. The first paper bags manufactured commercially are said to have been made in Bristol, England, in the 1840s. In 1852, a "Machine for Making Bags of Paper" was patented in America by Francis Wolle, of Bethlehem, Pennsylvania. According to Wolle's own description of the machine's operation, "pieces of paper of suitable length are given out from a roll of the required width, cut off from the roll and otherwise suitably cut to the required shape, folded, their edges pasted and lapped, and formed into complete and perfect bags." The "perfect bags" produced at the rate of eighteen hundred per hour by Wolle's machine were, of course, not perfect, nor was his machine. The history of design has yet to see the development of a perfect object, though it has seen many satisfactory ones and many substantially improved ones. The concept of comparative improvement is embedded in the paradigm for invention, the better mousetrap. No one is ever likely to lay claim to a "best" mousetrap, for that would preclude the inventor himself from coming up with a still better mousetrap without suffering the embarrassment of having previously declared the search complete. As with the mousetrap, so with the bag.

From *Genetics: From DNA to Designer Dogs* by Kathleen Simpson and Sarah Tishkoff (2008)

"Hatshepsut was a queen of Egypt in the 15th century B.C. When her husband, the pharaoh, died, Hatshepsut's stepson, Thutmose III, became king. Thutmose III was only a boy at the time, so his stepmother acted as regent—a sort of substitute king. The plan was that when Thutmose II grew up, he would take charge, but Hatshepsut had other ideas. Declaring herself pharaoh, she ruled Egypt with an iron hand for the next 22 years. In order to make herself seem more powerful in a country dominated by men, Hatshepsut behaved like a man. She wore men's clothing, called herself my male titles, and even wore the false beard that male pharaohs wore..."

...In 1903, an English archaeologist named Howard Carter opened a tomb in Egypt that held two mummies; one of them was large and posed like a member of the royal family. Because he was searching for a male pharaoh, Carter resealed the tomb with the mummies still inside. A few years later, the tomb was opened again and the smaller mummy was removed, but the larger mummy was left behind. Overtime people wondered who she might be: Was it possible that the woman left in the tomb was the missing pharaoh, Hatshepsut? In 1990, experts reopened the tomb to study the mummy, who wore a wooden mask of the type that might attach to a false beard...A special box holding the organs was placed in the tomb with the mummy. High-tech scanning equipment showed the box containing Hatshepsut's organs also held a tooth. Experts announced that this mummy was the lost pharaoh Hatshepsut and the set out to prove it with DNA."

CONFIDENTIAL

Mathematics

From "Dial versus Digital" from *The Dangers of Intelligence and Other Science Essays* by Isaac Asimov (1985)

There seems no question but that the clock dial, which has existed in its present form since the Seventeenth Century and in earlier forms since ancient times, is on the way out. More common today are digital clocks, which mark off the hours, minutes, and seconds in changing numbers.

This certainly seems an advance in technology. People no longer will have to interpret the meaning of "the big hand on the 11 and the little hand on the 5"; digital clocks will indicate at once that it is 4:55.

And yet there will be a loss in the conversion of dial to digital, and few people seem to be worrying about it. When something turns, it can turn in just one of two ways, either clockwise or counterclockwise, and we all know which is which. Clockwise is the turning direction of the hands of a clock, and counterclockwise is the opposite of that. Since throughout the day we often stare at clocks (dial clocks that is), we have no trouble in following directions or descriptions that include those words.

But if dial clocks disappear, so will the meaning of those words for anyone who never has stared at anything but digitals.

From *The Number Devil: A Mathematical Adventure* by Hans Magnus Enzensberger & Rotraut Susanne Berner (1998)

... "I see," said the number devil with a wry smile. "I have nothing against your Mr. Bockel, but that kind of problem has nothing whatever to do with what I'm interested in. Do you want to know something? Most genuine mathematicians are bad at sums. Besides, they have no time to waste on them. That's what pocket calculators are for. I assume you have one.

"Sure, but we're not allowed to use them in school."

"I see," said the number devil. "That's all right. There's nothing wrong with a little addition and subtraction. You never know when your battery will die on you. But *mathematics*, my boy, that's something else again!" ...

... "The thing that makes numbers so devilish is precisely that they *are* simple. And you don't need a calculator to prove it. You need one thing and one thing only: one. With one—I am speaking of the numeral of course—you can do almost anything. If you are afraid of large numbers—let's say five million seven hundred and twenty-three thousand eight hundred and twelve—all you have to do is start with

1 + 1
1+1+1
1+1+1+1
1+1+1+1+1
...

and go on until you come to five million etcetera. You can't tell me that's too complicated for you, can you?

From *Math Trek: Adventures in the Math Zone* by Ivars Peterson and Nancy Henderson (2000)

From the meanderings of a pond's edge to the branching of trees and the intricate forms of snowflakes, shapes in nature are often more complicated than geometrical shapes such as circles, spheres, angles, cones, rectangles, and cubes. ...Benoit Mandelbrot, a mathematics professor at Yale University and an IBM fellow, was the first person to recognize how amazingly common this type of structure is in nature. In 1975, he coined the term **fractal** for shapes that repeat themselves within an object. The word fractal comes from the Latin term for "broken."

In 1904, long before Mandelbrot conceived of fractals, Swedish mathematician Helge von Koch created an intriguing but puzzling curve. It zigzags in such an odd pattern that it seems impossible to start at one point and follow the curve to reach another point.

Like many figures now known to be fractals, Koch's curve is easy to generate by starting with a simple figure and turning it into an increasingly crinkly form.

...

What to Do

1. Draw an equilateral triangle with each side measuring 9 centimeters. (Remember, each angle of an equilateral triangle measures 60° .)
2. Divide each 9-centimeter side into three parts, each measuring three centimeters. At the middle of each side, add an equilateral triangle one third the size of the original, facing outward. Because each side of the original triangle is 9 centimeters, the new triangles will have 3-centimeter sides.

When you examine the outer edge of your diagram you should see a six-pointed star made up of 12 line segments.

3. At the middle of each segment of the star, add a triangle one ninth the side of the original triangle. The new triangles will have sides 1 centimeter in length so divide each 3-centimeter segment into thirds, and use the middle third to form a new triangle.

4. Going one step farther, you create a shape that begins to resemble a snowflake.

If you were to continue the process by endlessly adding smaller and smaller triangles to every new side, you would produce the Koch snowflake curve. Between any two points, the snowflake would have an infinite number of zigzags.

|

From *Coincidences, Chaos and All That Math Jazz* by Edward B. Burger and Michael Starbird (2005)

Chapter 1

“Unbridled Coincidences: Likelihood, Lady Luck, and Lady Love”

Chance, too, which seems to rush along with slack reins, is bridled and governed by law.—Boethius

Obviously . . . Colored lights dance from spinning disco balls while sequined servers jiggle through the crowds plying the players with cash-loosening cocktails. All this glitter sets the tone at the Big Wheel Casino in Las Vegas. Mounted on center stage, the giant wheel of fortune clicks in its characteristic rhythm and then slows to land in one of the 360 numbered slots—one for every degree of a circle. You place your bet, then 45 guests take one spin each in a turn. If two spins coincidentally land in exactly the same slot, the casino wins. If not, you win. Sounds like good odds—360 slots, only 45 chances to make a match. You bet the farm.

Surprise . . . You loose your shirt. In fact the incredible coincidence of a match will occur more than 94% of the time. Amazing coincidences happen surprisingly often.

The Arts

From *Cathedral: The Story of Its Construction* by David Macaulay (1973)

In order to construct the vaulted ceiling a wooden scaffold was erected connecting the two walls of the choir one hundred and thirty feet above ground. On the scaffolding wooden centerings like those used for the flying buttresses were installed. They would support the arched stone ribs until the mortar was dry, at which times the ribs could support themselves. The ribs carried the webbing, which was the ceiling itself. The vaults were constructed one bay at a time, a bay being the rectangular area between four piers.

...

One by one, the cut stones of the ribs, called voussoirs, were hoisted onto the centering and mortared into place by the masons. Finally the keystone was lowered into place to lock the ribs together at the crown, the highest point of the arch.

The carpenters then installed pieces of wood, called lagging, that spanned the space between two centerings. On top of the lagging the masons laid one course or layer of webbing stones. The lagging supported the course of webbing until the mortar was dry. ...Two teams, each with a mason and a carpenter, worked simultaneously from both sides of the vault – installing first the lagging, then the webbing. When they met in the center the vault was complete. The vaulting over the aisle was constructed in the same way and at the same time.

When the mortar in the webbing had set, a four-inch layer of concrete was poured over the entire vault to prevent any cracking between the stones. Once the concrete had set, the lagging was removed and the centering was lowered and moved onto the scaffolding of the next bay. The procedure was repeated until eventually the entire choir was vaulted.

From *A Short Walk through the Pyramids and through the World of Art* by Phillip Isaacson (1993)

At Giza, a few miles north of Saqqara, sit three great pyramids, each named for the king – or Pharaoh – during whose reign it was built. No other buildings are so well known, yet the first sight of them sitting in their field is breathtaking. When you walk among them, you walk in a place made for giants. They seem too large to have been made by human beings, too perfect to have been formed by nature, and when the sun is overhead, not solid enough to be attached to the sand. In the minutes before sunrise, they are the color of faded roses, and when the last rays of the desert sun touch them, they turn to amber. But whatever the light, their broad proportions, the beauty of the limestone, and the care with which it is fitted into place create three unforgettable works of art.

What do we learn about art when we look at the pyramids?

First, when all of the things that go into a work – its components – complement one another, they create an object that has a certain spirit, and we can call that spirit *harmony*. The pyramids are harmonious because limestone, a warm, quiet material, is a cordial companion for a simple, logical, pleasing shape. In fact, the stone and the shape are so comfortable with each other that the pyramids seem inevitable – as though they were bound to have the form, color, and texture that they do have.

The pyramids also show us that simple things must be made with care. The fine workmanship that went into the building of the pyramids is part of their beauty. Complicated shapes may conceal poor work – such shapes distract our eye – but in something as simple as a pyramid, there is no way to hide its flaws. Because any flaw would mar its beauty, the craftsmanship must be perfect. ...

Finally, pyramids show us that light helps to shape our feelings about art. As the sun moves above the desert, the pyramids seem to change. As they do, our feelings about them also change. In the early morning they sit squarely on the horizon and we feel that they have become the kings for which they were named; by midday they have become restless and change into silver-white clouds; and at dusk they settle down and regain their power.

The pyramids will always work their magic on us. Their forms, so simple and reasonable, and their great size lift us high above the ordinary moments in our lives.

From *Vincent Van Gogh: Portrait of an Artist* by Jan Greenberg and Sandra Jordan (2001)

From Chapter 1 "A Brabant Boy 1853-75"

I have nature and art and poetry, if that is not enough what is?

--Letter to Theo, January 1874

On March 30, 1853, the handsome, soberly dressed Reverend Theodorus van Gogh entered the ancient town hall of Groot-Zundert, in the Brabant, a province of the Netherlands. He opened the birth register to number twenty-nine, where exactly one year earlier he had sadly written "Vincent Willem van Gogh, stillborn." Beside the inscription he wrote again "Vincent Willem van Gogh," the name of his new, healthy son, who was sleeping soundly next to his mother in the tiny parsonage across the square. The baby's arrival was an answered prayer for the still-grieving family.

The first Vincent lay buried in a tiny grave by the door of the church where Pastor van Gogh preached. The Vincent who lived grew to be a study redheaded boy. Every Sunday on his way to church, young Vincent would pass the headstone carved with the name he shared. Did he feel as if his dead brother were the rightful Vincent, the one who would remain perfect in his parents' hearts, and that he was merely an unsatisfactory replacement? That might have been one of the reasons he spent so much of his life feeling like a lonely outsider, as if he didn't fit anywhere in the world.

Despite his dramatic beginning, Vincent had an ordinary childhood, giving no hint of the painter he would become. The small parsonage, with an upstairs just two windows wide under a slanting roof, quickly grew crowded. By the time he was six he had two sisters, Anna and Elizabeth, and one brother, Theo, whose gentle nature made him their mother's favorite. [...]

Their mother, Anna Carbentus van Gogh, herself one of either, came from an artistic background. Her father had been a bookbinder to the royal family. A gifted amateur artist who filled notebooks with drawings of plants and flowers, she thought Vincent had a pleasant talent that might be useful someday. She didn't suspect he would develop into a great artist. In fact she recalled only that once he modeled an elephant out of clay but smashed it when she and his father praised it more than he thought they should. For the same reason he tore up a drawing of a cat climbing a tree. It wasn't his artistic ability but his obstinate personality that left the biggest impression on his mother. That willful stubbornness turned up again and again as he grew older.

With a big family and a little house, the children spent a lot of time out of doors. The freckled, red-haired Vincent, solitary by nature, often wandered by himself in fields and heaths that surrounded the parsonage. He became familiar with the seasons of planting and harvest and with the hardworking local farm families whose labors connected them to the soil. The strong feeling he developed for the rural landscape of Brabant and the lives of its peasants would be one of the major influences in his life.

Mostly he did what boys like to do. He collected bugs and birds' nests. He teased his sisters. He built sand castles in the garden with Theo. Sometimes he invented games for all of them to play. After one exciting day his brothers and sisters thanked Vincent by staging a ceremony, and, with mock formality, presented him with a rosebush from their father's garden.

From *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* by Elizabeth Partridge (2002)

Preface

Ramblin 'Round

"I hate a song that makes you think that you're not any good. I hate a song that makes you think you are just born to lose. I am out to fight those kind of songs to my very last breath of air and my last drop of blood."

Woody Guthrie could never cure himself of wandering off. One minute he'd be there, the next he'd be gone, vanishing without a word to anyone, abandoning those he loved best. He'd throw on a few extra shirts, one on top of the other, sling his guitar over his shoulder, and hit the road. He'd stick out his thumb and hitchhike, swing onto moving freight trains, and hunker down with other traveling men in flophouses, hobo jungles, and Hoovervilles across Depression America.

He moved restlessly from state to state, soaking up some songs: work songs, mountain and cowboy songs, sea chanteys, songs from the southern chain gangs. He added them to the dozens he already knew from his childhood until he was bursting with American folk songs. Playing the guitar and singing, he started making up new ones: hard-bitten, rough-edged songs that told it like it was, full of anger and hardship and hope and love.

Woody said the best songs came to him when he was walking down a road. He always had fifteen or twenty songs running around in his mind, just waiting to be put together.

Sometimes he knew the words, but not the melody. Usually he'd borrow a tune that was already well known—the simpler the better. As he walked along, he tried to catch a good, easy song that people could sing the first time they heard it, remember, and sing again later.

Woody sang his songs the old-fashioned way, his voice droning and nasal, the words sharp and clear. Promoters and club owners wanted him to follow their tightly written scripts and sing the melodious, popular songs that were on the radio. Whenever they came at him with their hands full of cash, Woody ran the other way. "I had rather sound like the cab drivers cursing at one another, like the longshoremen yelling, like the cowhands whooping and like the lone wolf barking, than to sound like a slick, smooth tongued, oily lipped, show person."

Just after New Year's Day in 1940, Woody set off on one of his unannounced road trips. He left his wife and three kids in a shack in Texas and headed for New York City. It was a long, cold trip in the dead of winter, and every time he stopped in a diner he heard Irving Berlin's lush, sentimental song, "God Bless America," on the jukebox. It was exactly the kind of song Woody couldn't stand, romanticizing America, telling people not to worry, that God would take care of everything.

Woody thought there was plenty to worry about. The Great Depression, which had begun in 1929, was grinding on. For years, desperate, hungry people had been tramping the roads and riding the rails, looking for work or handouts. In Europe another world war was raging, threatening to pull America into the bloody conflict.

Bits of tunes and snatches of words swirled in Woody's mind, and a few weeks later in a cheap, fleabag hotel in New York City, his own song about America came together. Using an old Baptist

page 75 of 76

tune for the melody, Woody wrote "This Land Is Your Land." His song caught the bittersweet contrasts of America: the beauty of our country, and the desperate strength of people making do in impossibly difficult times. Across the bottom of the sheet Woody wrote in his neat script, "All you can write is what you see," and put the song away.

Writing about what he saw—and felt, and heard about, and read about—gave Woody plenty of material. During his lifetime he wrote down more than three thousand songs, taking stories from everywhere: the front page of the newspaper; union meetings and busted-up strikes; and the sights and sounds of America as he walked "that ribbon of highway."

In April 1944 Woody recorded "This Land Is Your Land." When his good friend Pete Seeger heard the recording, he thought the song was one of Woody's weaker attempts. Too simple, thought Pete, and accomplished folk singer himself. Later he would say, "That shows how wrong you can be." Over the years he watched as "This Land Is Your Land" went from "one guitar picker to another," gathering momentum as it made its way across America and out into the world. After Woody's death in 1967, the song kept steadily spreading.

Today, "This Land Is Your Land" is sung all over the United States by just about everybody: schoolchildren, Scout troops, new immigrants, gospel choirs, and rest-home residents. More than half a century after Woody first recorded his song, Pete Seeger figures it has reached "hundreds of millions of people, maybe billions of people." Many Americans consider it our unofficial national anthem.

Woody would be proud. Years before he had written, "I am out to sing songs that'll prove to you that this is your world, no matter how hard it has run you down and rolled over you. I am out to sing the songs that will make you take pride in yourself."

Over and over again, he did just that.

Narrative Student Writing Collection

The complete collection of student writing is drawn from a number of states and reflects various curricula devoted to the development of student writing ability. These particular samples illustrate growth in narrative, both fictional and nonfictional. **Future versions of the samples will include additional text types and grades.**

Care has been taken to disguise the names of the writers. As a result, real names and places have been changed or crossed out.

Please do not copy or share these pieces as permissions are pending and the samples embargoed until permissions are granted.

CONFIDENTIAL

Kindergarten

I went to _____ parke on Sunday. dad mum and me had a bike ride. we saw a rabit jumpt OUt in Front OF US! it was a very fun day!

* * * * *

This piece is representative of end-of year kindergarten writing. It has an initiating event followed by subsequent activities, and the writer concludes the piece with a reflection. The writer provides some detail.

- The writer begins the piece by providing a sense of place and time (“I went to _____ parke on Sunday”).
- The initiating event (going to the park) is followed by two subsequent events (the writer riding bikes with his parents and seeing a rabbit).
- The piece includes a reflection that provides a sense of closure (“it was a very fun day!”).
- The piece includes some detail (“a rabit jumpt OUt in Front OF US!”).
- The piece originally included a drawing that illustrated the story (not shown here).

CON

Grade 1

I bot at littl coten ball

I went to biye (buy) a hamster I was so excited I woted (wanted) to run all the waye (way) there but I didn't want to get run over.

I got a nerves (nervous) hamster but I didn't know she was going to be so nerves (nervous) So we bot (bought) her that afternoon she skwet (squeaked) so much she suwed (sounded) like a skewing (squeaking) bed. And at nite (night) when my Dad came home he sedi (said) wus (what's) that noese (noise) I sed (said) it is nibllet (nibblet) I named my hamster nibllet (nibblet) becaus (because) she nibls (nibbles) to (too) much becaus (because) she liks (likes) that She is a difent (different) hamster becaus (because) Flufey (Fluffy) was there befor (before) that hamster but he did (died) becaus (because) my bother (brother) sed (said) thot (that) hamster onley (only) live for tow (two) yers (years) but I did tek (take) her out of the box.

After I took her out she was so soft and cuddley (cuddly) she felt like a littl (little) coten (cotton) ball.

* * * * *

"I bot at littl coten ball" tells the story of getting a new hamster. The piece includes a clear start and end, and the writer's discussion of her feelings develops the events she describes.

- The opening sentence ("I went to biye a hamster") establishes the situation.
- The writer recounts appropriately sequenced events. Though she does not always signal the chronology of events with transition words, the piece holds together logically.
- The writer uses detail to describe actions and incidents ("I was so excited I woted to run all the waye there" and "she Skwet so much she suwed like a sweing bed").
- The piece includes dialogue ("And at nite when my Dad came home he sedi wus that Noese"), literary language (describing the hamster as a "coten ball"), and linking words (*And, so, After*).
- The piece has a concluding sentence that provides closure and echoes the title ("After I took her out she was so soft and cuddley she felt like a littl coten ball").

Grade 2

My Ride on Space Mountain

A long time ago I went on an awesome trip to Florida. When I was there I went to Dinsey (Disney) world.

I got to go on the space mountain ride. My friend asked me if I wanted to go on it, but I said “No”, because I thought it was a scary ride. But, when they asked me a second time, this time I said “Yes!”

When I got in the seat there was room for only one passenger that scared me a little bit, because usually I sit with my mom or Dad. My Dad sat behind me.

The ride started and I felt happy. The seats were comfortable and we were moving slowly. It started to speed up and then I got a little scared. It was dark and I kept thinking that we were going down.

In the middle of the ride I felt happy. I turned around to see my Dad and I saw part of his shirt glowing. My Dad said how are you doing. I said “It’s a little bumpy.”

When we got off the ride we saw the others. I said “Hi.” They said “We were on a different ride.” Then the parents said it was time to go.

The end.

* * * * *

In “My Ride on Space Mountain,” the writer describes his hesitation to ride on Space Mountain and the experience of the ride. The writer recounts a chronology of events, describes the main character’s feelings and motives, and uses transition phrases to guide the reader through the story.

- The writer situates the story in place and time in the opening sentences (“A long time ago I went on an awesome trip to Florida. When I was there I went to Dinsey world”).
- The writer recounts the experience and explains how he felt at the beginning, middle, and end of the series of events. (“When I got in the seat . . .,” “The ride started . . .,” “In the middle of the ride . . .,” “When we got off the ride . . .”). His reactions to being on the ride provide the sequence of the story’s structure.
- The writer develops the main character by describing his feelings, such as his fear about not being able to sit next to his parents on the ride.
- The piece includes some details.
- The writer uses dialogue to describe the situation (“My Dad said how are you doing. I said ‘It’s a little bumpy’”).
- The writer provides a sense of closure by describing a conversation he had after the ride and with the sentence “Then the parents said it was time to go.”

My Sat Trip To the Doctors Office

By: Tonya

I was about 8 year's old and I was waiting in the the doctors office waiting for my doctor. I was pretty bored so I asked my mom if she had something for me to do. She said, "I'll look but I'm not sure." Crossing my fingers I hoped that she had something for me to do because by now I was about to die of boredom. Lucky for me she pulled out a couple of piece's of paper with a little story on it. I wondered what in the world it was. Then my mommy asked me, "Do you want to hear a story?" I nodded my head yes. And that's were out story begins...

One cool Summer day a little boy named Alex was riding his bike in the drive – way, practicing his tricks. He was practicing tricks like no hands, no feet, even to hands and no feet. But most of all with his eyes closed, and that's the scary part. It is scary because his dad thought that Alex was having fun and he would be out there for a while-so he closed the garage door. Right after he pushed the button and went inside, there went Alex, eyes closed headed for the garage. Just then his bike slid into the garage... .. plop! Alex was stuck under the garage and couldn't breath. He was yelling for help as loud as he could at that moment. His dad came running out of terror screaming. "Where are you and what is the matter!?" By the time his father got there there was Alex lying there dead. His father drove him to the hospital but the doctor said, "I'm sorry your son is dead."

"Carol, you may come in with Tonya now."" All right" I was so scared that I could barley feel my shot! That night after my mom kissed me good night I said a prayer that Alex was happy in heaven and would have a good life up there.

* * * * *

"My Sat Trip To the Doctors Office" illustrates Tonya's familiarity with a demanding writing strategy. The sample is actually a story within a story. At one level, Tonya describes a trip to the doctor's office to get a shot. While waiting there, her mother tells her a story to alleviate her boredom. What is interesting about the parallel stories is the way Tonya uses the emotional impact of the story to carry her through the pain of getting a shot. This is a sophisticated strategy, and given that Tonya is a third grader, she carries it off nicely.

- The piece opens by establishing the writer's age (and so establishing the time during which the story took place) and the setting ("I was about 8 year's old and I was waiting in the the doctors office waiting for my doctor").
- The story weaves together two narratives ("Then my mommy asked me, 'Do you want to hear a story?' I nodded my head yes. And that's were out story begins . . .") and successfully creates a unified ending ("That night after my mom kissed me good night I said a prayer that Alex was happy in heaven and would have a good life up there").
- The events of these parallel stories unfold naturally and reflect the writer's careful planning to merge the two storylines at the end of the piece.
- The piece adequately details Tonya's emotions in order to develop the character.
- The writer uses dialogue to segue between the two stories. The line "'Carol, you may come in with Tonya now'" brings the reader back into the story that began in the doctor's waiting room.

Getting Shot and Living Through It

We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives. Getting shots for malaria and more.

There were many benches all covered in the night. It was hard to see the color the murky (murky) dark but it seemed to be some sort of faded brown. The room was big, no, huge which gave it all the more reason to be terror bringing. Who knew what would be lurking in the corner! Rat, monster, anything! There were also doors. Three doors, which were also brown and also faded. One was the way in. Not the way out unfortunately. Another was the way to the other evil places. With the evil hallway and the evil office. The last door was the most evil, The Shot Room.

The rest of the room was filled with families. Including my family of five. My five year old self, my three year old bother, and my one year old sister. Then there was my mom and dad. Some of the other children were screeching or crying or not knowing what would happen to them. So they would just be playing. I was in the middle of both. I was playing with fear, playing, knowing what would happen, knowing that the worst moment of my life was coming over closer. It was like knowing you would be put to sleep, sent to the dementors, waiting to take a ride in the Electric Chair.

I had had shots before. They were not your best friend. After a long while a nurse said, "Alyssa, Trevor, and Taryn, your turn." It was our turn. I got half dragged and I half walked. The door creaked open. It was the room of no return. The door slammed shut. There was not way out. Grown-ups guarding every escape. Seeing there was no way out we gave up and went for it.

Trevor went first. Before the shot was even touching him he was already howling. When it did hit him he was yelling loud enough to deafen you. He was done. It was my turn. (He was still crying so a nurse tried to calm him down).

I was paralyzed with fear, I was death-defyed, I was scared. My mom and dad told me to "just be brave." "Just be brave?!" How could I "just be brave?!" But I had not time to think. It was coming. Just waiting to pounce, just waiting to penetrate my skin! I say why Trevor had screamed so loud. I couldn't hear anything, I could just see it coming, closer, closer!

It touched, entered my flesh, and fulfilled it's job. I started with a whimper the, BOOM! full blast cry.

When Taryn had her turn she didn't even notice! Ugh! She was supposed to cry the most! Worse than Trevor!

But then I remembered it was over. We opened the door and the sparking sun blinded our eyes. It was over. All over. Finally.

* * * * *

In this piece, the writer describes his experience getting a malaria shot, and he engages readers by building tension as he details how his anxiety grows while he waits for the shot.

- The writer opens the piece by setting the scene in the first paragraph ("We were in the darkness filled, mountain-top cold, waiting room. We were preparing for the shots of our lives").
- The story includes a series of events that are ordered purposefully ("Trevor went first," "It was my turn," "When Taryn had her turn . . .").

- The writer paces the narrative to create suspense by describing his dread waiting for his turn (“It was coming. Just waiting to pounce, just waiting to penetrate my skin!”).
- The writer develops the character of the first-person narrator by including information about his experiences.
- The writer elaborates on key moments, such as his fear in the waiting room, but omits irrelevant information.
- The details about the waiting room create an image of the scene (“The room was big, no, huge which gave it all the more reason to be terror bringing.”).
- The dialogue advances the action (“After a long while a nurse said, ‘Alyssa, Trevor, and Taryn, your turn’), and the interior monologue helps readers understand the narrator’s fear (“‘Just be brave?!’ How could I ‘just be brave?!’”).
- The writer manipulates sentence structure.
- The piece includes temporal words, phrases, and clauses (*before, After a long while, first, When it did hit him*).
- The writer provides a sense of closure with a concluding remark (“It was over. All over. Finally”).

Miss Sadie

Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her. The old chair squeaking with every sway of her big, brown body. Her summer dresses stained from cooking. I smell her sweet smelling kitchen. I see her gray hair pulled back in that awful, yellow banana clip. Most of all, I hear that voice. So full of character and wisdom.

I used to bring Miss Johnson cookies every summer day of 1988. I miss the days where I would sit on that shabby old porch and listen to her stories. "Melissa!" she would holler. "What "chu doin' here? Come see me and my poor self, have ya?"

She once told me of her grandmother who escaped slavery, back when white men could only do anything, she would say. Her grandma ran for miles without food or water. It wasn't too long before her master came looking for her and took her home to whip her. I thought of how Blacks are treated today. I sighed. She would sing in her soulful, blaring voice, old negro hymns passed down from her mother and grand mother. I would sit there in amazement.

Once, Jimmy Taylor came walking by us yelling, "Melissa! Whattaya want with that old, fat, Black lady, any ways?"

Before I could retaliate, Miss Johnson said to me, "Now, you musn't, we must feel sorry for that terrible child. His mother must have done gone and not thought him no manners!" She actually wanted me to bow my head and pray for him. (Even though I went to his house and punched him out the next day.)

My friends would tease me for spending the whole summer with Sadie Johnson, "The cookoo of Connecticut," they called her. But I'm so very glad I did. She taught me then, to not care what other people thought. I learned that I could be friends with someone generations apart from my own.

My visits became less frequent when school started. I had other things to think about. Boys, clothes, grades. You know, real important stuff.

One day I was thinking, I haven't seen Miss Sadie in a while. So after school I trotted up to her house amidst the twirling, autumn leaves.

I rang her bell. The door cracked open and the woman adjusted her glasses. "May I help you?"

"Miss Sadie, it's me, Melissa."

"I-I," she'd stuttered. "I don't remember," she said and shut the door. I heard crying. I rang the door again and she screamed, "Please leave?" in a scared, confused voice.

I went home bewildered and my mother told me to stop bothering Miss Sadie. I said I wasn't bothering her. Mama said, "Miss Johnson has a disease. Alzheimer's disease. It makes her forget things . . . people, family even. And so, I don't want you over there anymore, you hear?" Then, I didn't realize or comprehend, how someone so special to you could forget your own existence when you'd shared a summer so special and vivid in your mind.

That Christmas I went to bring Miss Johnson cookies. She wasn't there. I learned from a family member that she was in the hospital and that she'd die very soon. As the woman, a daughter maybe, spoke, my heart broke.

“Well, you make sure she gets these cookies.” I said, my voice cracking and tears welling in my eyes.

Today, I’ve learned to love old people. For their innocence, for their knowledge. I’ve learned to always treat people with kindness, no matter how cruel they may seem. But mainly I’ve learned, that you must cherish the time spend with a person. And memories are very valuable. Because Miss Sadie no longer sits in her rocking chair on her porch on summer days. I’m glad that I can still see her.

* * * * *

This piece of fictional narrative writing, while told from the perspective and with the voice of an eighth-grade writer, borrows much from Jane Yolen’s *Miz Berlin Walks*.

- The writer draws the reader in by introducing the main character (Miss Sadie) and establishing a point of view (“Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her”).
- There is a clear sequence of events extending backward from the opening sentence. Events are linked both causally and chronologically.
- The writer includes extensive detail to develop the plot and character, excludes extraneous information, and shows internal motivation to flesh out the characters.
- Dialogue is used to reveal character and advance the story (“I rang her bell. The door cracked open and the women adjusted her glasses. ‘May I help you?’ / ‘Miss Sadie, it’s me, Melissa.’ / ‘I-I,’ she’d stuttered. ‘I don’t remember,’ she said and shut the door. I heard crying. I rang the door again and she screamed, ‘Please leave?’ in a scared, confused voice”).
- The writer varies sentence structure for effect.
- Closure brings the story back to where it began—the narrator seeing Miss Sadie on her porch—as is typical with circle stories.

Precursors for Kindergarten Mathematics

The Common Core State Standards for Mathematics begin at kindergarten—but a child’s mathematical development begins even earlier. Therefore, as a preface to the standards, we describe here some of the important foundations in early mathematics that students are building on as soon as they enter kindergarten.¹

Key elements of counting, cardinality, and ordering small numbers:

- The number word list must always be used in its usual order.
- When counting objects, each object must be counted once and only once—no skipping objects, and no returning to objects that have already been counted. But any counting process that satisfies this rule is correct.
- The last word stated in counting tells “how many.”
- “Later is greater”: Numbers said later in the count refer to larger quantities.

Counting is such a fundamental part of life that one might not realize how complex an activity it really is. When a child counts a set of seven bears, the child says the number word list 1, 2, 3, 4, 5, 6, 7, while pointing to one new bear for each number. This requires knowing the number list by heart as a list of separate words with a fixed ordering. It also requires an understanding of counting as a procedure that “tags” objects with number words in a one-to-one fashion. All of this takes time to learn. However, even students who can use the number words one through seven to enumerate a set of bears still might not understand that *there are seven bears*. When asked “How many bears are there,” such a student regards the counting performance itself as an answer, instead of answering “seven bears.” Such a student has not yet learned that the last number said while counting not only refers to the individual bear that got “tagged” last, but also describes the set of bears as a whole, indicating that the set has seven members. This is called the *cardinality principle*: the last number in the count tells “how many.”

A milestone in children’s understanding of cardinality is the ability to count out n things, or to produce sets with a specified (small) number of objects. Examples would be, “Let me hear three claps,” or “Bring me four books from that shelf.” In the latter case, the student should bring the teacher *four books*, not the *fourth book* in the student’s count.

Counting needn’t always involve collections of physical objects. Over time, students should progress to count such things as sounds, events, parts of an object (windows on a house, corners of a polygon), or abstract entities such as days of the week. Children in prekindergarten should have extensive experiences in working with numbers and using them to describe their environment.

Recognizing the number of objects at a glance, without having to count them one by one, is called *subitizing*.² Subitizing aids students in understanding the cardinality principle. It also builds toward *conceptual subitizing*, the ability to see larger numbers as made of smaller chunks (without having to count those chunks). In later grades, students will apply such strategies as they learn the base-10 system, coming

¹ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

² Pronounced SOO-buh-tizing or SUH-bit-izing. *Op. cit.*, p. 5-2.

to see the number “12” not only as “twelve ones” (twelve tally marks), but as a tens-unit and two ones-units.

Early elements of counting and cardinality include being able to recite the count sequence to 39 or higher, distinguishing the counting words as separate words and producing them in a stable order (with fluency important at least up to 5); being able to recognize the number of objects in groupings of 1, 2 or 3, without having to count the objects one by one (i.e., subitizing to 3); using counting to answer “how many?” questions with small numbers of things, or up to 15 things if in a row; and producing sets with a given (small) number of objects; and being able to read written numerals 1 through 10, and write some of these numerals.

Early elements of solving simple story problems and number combination problems include being able to use matching and counting strategies to decide whether one set is more than, less than, or equal to another set in number of objects (≤ 5); being able to solve story and number combination problems with totals less than or equal to 8;³ being able to use fingers to express numbers 6 through 10 as 5 plus another number; working on learning how to decompose 3, 4, and 5 (e.g., $5 = 4 + 1$, $5 = 3 + 2$); and experiencing enough problem situations so that some sums and differences become known.

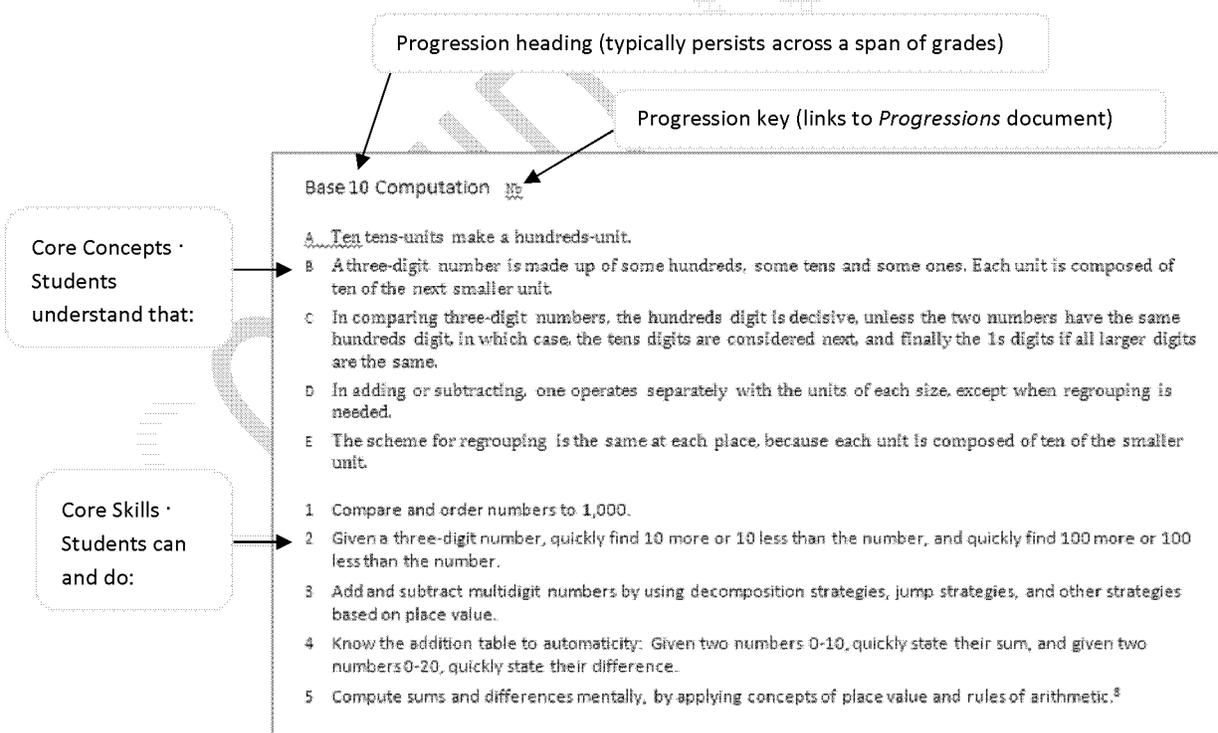
³ Young children solve situation and combination problems by modeling (using objects, using fingers, or modeling mentally); by just knowing the answer; or by seeing or counting the answer.

A Note on the Format of the Grade-Level Working Drafts

Each grade is introduced with a short narrative overview entitled “Developing Coherent Understanding.” This narrative is a capsule summary of the most important strand progressions appearing in the given grade. (The strand progressions themselves are listed at the end of this document. They will be described in greater detail in a separate *Progressions* document). The overview narrative links the present grade to the previous grades and the grades to come, giving a sense of the learning trajectory(ies) that students are on—and giving a sense of how those trajectories intersect and flow together, as for example when fractions, multiplication, and division intersect and flow together in the study of ratios in grade 6. The overview narratives need not address everything that happens in each given grade. Rather, they focus on the most important developments at each point in time.

The grade level overview is followed by a series of several headings, each one the title of a single progression having significant presence in the grade in question. Under each of these progression headings, there appear **core concepts** that students should understand, and **core skills** that students should acquire.

Example of a Progression appearing in Grade 2:



Kindergarten⁴

Developing Coherent Understanding

Kindergarteners rapidly extend their knowledge of numbers beyond what they have already learned at home or in preschool. Their sense of cardinality; their growing fluency with the number word list; their skill at 1-1 counting correspondence; and their knowledge of written number symbols will all strengthen and begin to flow together.

Children at this age model situations with objects, fingers, and math drawings, and they use cardinal counting⁵ to solve problems; the teacher can also write equations to go with the problems. For more than/less than relations, or comparisons with totals up to 10, students can act out or show the situation, and count or match to solve.

Students' work in relations and operations in kindergarten serves a double purpose. It helps children become more fluent in modeling, cardinal counting, and number partners, while also promoting fluency with the number word list. Fluency with the number word list helps students graduate to counting on strategies which they will need in Grade 1 to solve more challenging problems.

Students in kindergarten use = and \neq symbols. They are working on learning the partners for 6, 7, 8, 9, 10 (e.g., $10 = 6 + 4$, $10 = 3 + 7$, etc.); knowledge of these partners should grow naturally out of extensive experience with numerical situations. It is important to begin learning the partners for 10 in kindergarten, because students in grade 1 will be using make-a-ten methods to find sums and differences within 20.

Students will naturally add numbers in a flexible order (using the fact that $a + b = b + a$), especially in part-part-whole problem situations. Likewise, students will learn through experience that adding or subtracting zero doesn't change a number ($a + 0 = a = 0 + a$). These two principles, which kindergarteners themselves need not articulate, are the beginnings of the Rules of Arithmetic, which will become more useful, and more formalized, throughout elementary school, eventually becoming the basis for algebra.

An important milestone for kindergarteners is to be able to see teen numbers as a ten and some 'extra' ones. Thus, 18 is a ten and eight 'extra' ones. The same rule holds for the number 10 as well: it is a ten and *no* 'extra' ones. For students to view ten ones as a ten, a perceptual shift is required. Whereas the number 10 has always described ten distinct things, ★, ★, ★, ★, ★, ★, ★, ★, ★, ★, students must now be able to "package up" these ten distinct things into a single thing—a single unit—as ★★★★★★★★★★. A single one of these tens-units is worth ten ordinary ones-units. Mentally packaging ten distinct things into a single tens-unit—a process known as *unitizing*—is the first major step students will take along a multiyear progression leading to fluency with base 10 arithmetic.

⁴ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

⁵ *Cardinal counting* means using counting to tell how many items there are in a set (not just "tagging" each item in the set with its own number word).

Counting and Cardinality Na

- A The number word list through 100 follows patterns, but also has some irregularities.
- 1 Say the number word list from 0 to 100 by ones; skip count by tens to 100.
 - 2 Count on from a given number within the known sequence (instead of always counting from 1).
 - 3 See collections of up to 8 objects as being composed of subgroups (conceptual subitizing).
 - 4 Use cardinal counting to answer “how many?” questions with up to 10 things in various arrangements (e.g., array, circular, scattered), or up to 25 things if in a row.
 - 5 Write numerals from 0 to at least 19. Read numerals 0 to 100.

Base 10 Computation Nb

- A Ten ones make a unit of ten.
- B A teen number is a ten and some ‘extra’ ones.
- C Decade words refer to groups of tens. For example, thirty refers to a group of three tens.
- D A two-digit number is some tens and some ‘extra’ ones. For example, 29 is two tens and nine ones.
- 1 Know the partner of each number 3 to 9 (i.e., the number that makes 10 for each number 3 to 9).

Early Relations and Operations Nc

- A Counting on 1 is the same as adding 1. That is, one more than a number is the next number in the count, and one less than a number is the previous number in the count.
- 1 Use matching and cardinal counting strategies to decide whether one set is more than, less than, or equal to another set in number of objects (≤ 10).
 - 2 Compare and order numbers ≤ 20 (based on their numeral representations).
 - 3 Solve situation problems and oral and written number combination problems with totals less than or equal to 10.
 - 4 Experience enough problem situations so that some additions and subtractions become fluently known.

Quantity & Measurement Nd

- A Objects have various attributes (such as length, weight, “purpleness,” bitterness, and so on); a single object might have several attributes of interest.
- 1 Directly compare two objects to see which one has “more of” a shared attribute.
 - 2 Rank three objects by a shared attribute, and use transitivity to compare two objects indirectly.

Geometry: Progression to be determined

A [...]

1 [...]

Grade 1⁶

Developing Coherent Understanding

Grade 1 brings two major developments in students' ability to solve problems. First, students in this grade replace "counting all" strategies with more powerful "counting on" strategies. Back in kindergarten, students might solve the problem $8 + 6 = ?$ by first drawing eight circles, next drawing six more circles, and finally counting all of the circles to obtain the answer 14. But students in grade 1 must come to "trust" eight as a cardinal number and then use it as starting point for counting on. Thus the student might say, "Eiiiiight.....nine-ten-eleven.....twelve-thirteen-fourteen. The answer is fourteen." (The pauses are helping the student to keep track of how many have been counted on. This student is taking advantage of the additional prior knowledge that $6 = 3 + 3$.) When counting on, the student sees 8 as a cardinal number—an amount—but immediately shifts perspective to view 8 as a member of the number word list, a starting point for counting.

The second major development in problem solving is the wider scope of problems students are able to solve. Using more powerful solution methods such as counting on (and, for some students, making tens and other derived fact strategies), students can now solve all types of addition and subtraction problems, including relatively difficult ones such as comparison problems and join problems with change unknown.

Through their extensive experiences with numerical situations, students will naturally learn that three or more addends can be combined in any order (the "any which way" rule). This realization will play an important role in make-a-ten strategies, as when students solve $6 + 7 = 6 + (3 + 4) = 6 + (4 + 3) = (6 + 4) + 3 = 10 + 3 = 13$. This kind of reasoning process relies on the commutative and associative rules for addition. Students should be able to describe the steps in their reasoning, though they need not use technical terms. Such reasoning will be important in grade 2 and beyond when students are learning the base-10 algorithms for adding and subtracting multidigit numbers. Already in grade 1, students are laying foundations for base 10 arithmetic by seeing, counting, writing, and working with tens-units and ones-units from 1 to at least 100.

Students in grade 1 begin to *measure*—that is, they assign numbers to continuous quantities using a chosen unit. More than simply "using a ruler," measurement is a rich visual and conceptual process in which students must mentally partition an object into copies of a unit and iterate the unit to count the number of "copies" of the unit the object "contains." This imaginative process builds on students' shape composition and decomposition work in geometry.

Measurement in standard units lays a foundation for, and will continue to play a role in, important subjects in later grades, such as multiplication, division, fractions and ratios. For example, fractions are introduced in grade 3 using ideas of partitioning and unit fractions.

Grade 1 students work on their spatial reasoning, but they also take the first steps beyond a purely visual-holistic approach to shapes by beginning to classify shapes based on specific properties. This is the beginning of a trajectory that will continue up through later grades, when students will become able to reason deductively about shapes based on their properties.

⁶ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Early Relations and Operations Nc

- A Counting on is just an abbreviation of counting all, in which the initial counts are omitted.
 - B Addition and subtraction are related; subtraction can be thought of as finding a missing addend.
- 1 Use counting on strategies or derived fact strategies to solve situation problems and oral and written number combination problems with totals less than or equal to 20.
 - 2 Experience enough problem situations so that many or all sums and differences within 20 become fluently known.

Base 10 Computation Nb

- A Any teen number is larger than any single digit number.
 - B Teen numbers are ordered according to their ones digits.
 - C In comparing two-digit numbers, the number with more 10s is larger; if the number of 10s is the same in each, the number of 1s decides.
- 1 Count to 120 or beyond using mixed units: units of ten plus leftover units of ones.
 - 2 Compare and order numbers to 120 (based on their numerical representations).
 - 3 Use make-a-ten strategies to solve number combinations such as $7 + ? = 16$ and $17 - 9 = ?$.
 - 4 Find 10 more or 10 less than a number.
 - 5 Add one-digit numbers to two-digit numbers; add multiples of 10 to two-digit numbers; add two-digit numbers with no regrouping required.
 - 6 Fluently write numerals to 19; write numerals to 120.

Quantity & Measurement Ne

- A Lengths are measured by comparing them to other lengths, e.g. the standard lengths 1 inch, 1 foot, 1 centimeter, 1 meter. The length of an object can be measured (expressed numerically) by the number of length units that span it with no gaps or overlaps.
 - B Lengths are additive; If an object or figure is decomposed into several pieces, then the length of the whole can be found by adding the lengths of the pieces.
- 1 Measure whole-unit lengths in units of inches, feet, and centimeters; determine total length by adding lengths of two parts.

Geometry: Progression to be determined

- A [...]
- 1 [...]

Grade 2

Developing Coherent Understanding

In second grade, students begin serious study of the base-ten system of place value. They extend their number sense to larger numbers, extend automaticity with addition and subtraction facts to 20, and explore and invent algorithms for adding and subtracting two-digit numbers. These algorithms are built on the twin foundations of place value and the rules of arithmetic.

Meanwhile, students solidify their understanding of the operations of addition and subtraction by continuing to apply these operations in diverse problem solving situations. These include all the usual joining, separating, and comparing situations, as well as situations involving addition and subtraction of lengths and nonroutine problems. The numbers in problems should sometimes have significance in base 10; for example, students might have to find 100 less than a number to solve a problem, or join two groups of 30 things.

In this grade, the numbers in story problems become larger, and a more explicit understanding of the inverse nature of addition and subtraction comes into play as a solution strategy. Students at this grade can represent situations as written equations with unknowns, reflecting on the equations to solve the problems.

Students' work in measurement in this grade takes them closer to multiplicative reasoning and unit fractions, by introducing units composed of smaller units. [[Need to discuss the (continuous) number line at this grade. Not sure what to say about it here, but it shouldn't just pop up suddenly in grade 3 when we use it to talk about fractions. N.B., the number line should not be introduced before Grade 2 (Early Math Panel, p. 5-22).]]

In geometry, students continue progressing toward a more logical, verbal perspective based on the properties of shapes. Meanwhile, the work they are doing in measurement will support their study of perimeter in grade 3.

Understanding & Applying Operations^{Ne}

- A Addition and subtraction apply to situations of joining, separating, comparing parts to wholes, and comparing magnitudes to one another. These situations can be represented by addition and subtraction sentences such as $a+b = c$, $b = c - a$, and so on.
 - B When any two of the numbers in an addition or subtraction number sentence are known, the unknown number can be found, whether by using fact recall, or, in situations with larger numbers, by using the inverse relationship between addition and subtraction.
- 1 Produce full sets of number combinations, as in the set $5 + 3 = 8$, $3 + 5 = 8$, $8 = 5 + 3$, $8 = 3 + 5$, $8 - 5 = 3$, $8 - 3 = 5$, $3 = 8 - 5$, $5 = 8 - 3$.
 - 2 Solve a variety of routine and nonroutine addition/subtraction story problems with numbers up to two digits.⁷

Base 10 Computation ^{Nb}

⁷ Includes problems involving total length, length increase, and length differences.

- A Ten tens-units make a hundreds-unit.
 - B A three-digit number is made up of some hundreds, some tens and some ones. Each unit is composed of ten of the next smaller unit.
 - C In comparing three-digit numbers, the hundreds digit is decisive, unless the two numbers have the same hundreds digit, in which case, the tens digits are considered next, and finally the 1s digits if all larger digits are the same.
 - D In adding or subtracting, one operates separately with the units of each size, except when regrouping is needed.
 - E The scheme for regrouping is the same at each place, because each unit is composed of ten of the smaller unit.
- 1 Compare and order numbers to 1,000.
 - 2 Given a three-digit number, quickly find 10 more or 10 less than the number, and quickly find 100 more or 100 less than the number.
 - 3 Add and subtract multidigit numbers by using decomposition strategies, jump strategies, and other strategies based on place value.
 - 4 Know the addition table to automaticity: Given two numbers 0-10, quickly state their sum, and given two numbers 0-20, quickly state their difference.
 - 5 Compute sums and differences mentally, by applying concepts of place value and rules of arithmetic.⁸

Quantity & Measurement Nd

- A When measuring a length, if a smaller unit is chosen, more units must be iterated to measure the length in those units.
 - B A small number of long units might form a greater total length than a large number of small units.
 - C A number line is a straight line that has been marked off with multiples of a length unit. Numbers on the number line indicate distance from the zero point.
 - D On a number line, the sum $P + q$ lies q units to the right of P . The difference $P - q$ lies q units to the left of P .
- 1 Measure whole-unit lengths in units of inches and centimeters.⁹
 - 2 Measure lengths in units composed of 10 or 12 of a smaller unit.
 - 3 Represent sums on the number line; determine lengths of intervals on the number line.

Geometry: Progression to be determined

A [...]

1 [...]

⁸ Includes sums of four one-digit summands, making tens where helpful. Students should be able to add two-digit numbers mentally.

⁹ Includes measuring lengths of line segments, lengths of straight, skinny objects, and straight-line linear measurements on shapes, such as the heights, widths and diagonals of rectangles and rectangular objects, widths (diameters) of circles, etc.

Grade 3

Developing Coherent Understanding

Grade 3 opens up two very important chapters in a student’s study of mathematics. One new chapter is multiplication and division. Students must be given time to learn the meanings of these operations to solve a variety of problems. They learn how multiplication and division problem situations share the basic multiplication structure $a \times b = p$. This structure can be understood as ‘ a groups of b things equals p things.’ The groups must have the same number of things in them to be a multiplication. Common ways to get equal sized groups are sharing and distribution. When any one of the numbers (a, b, p) is missing, it can be found from the two given numbers using multiplication or division.

Students simultaneously begin working on multiplication fact recall, which for most students will solidify over the next several years to come. Grade 3 multiplication and division is the starting point for a long trajectory, one that leads to proportional reasoning and linear equations in middle school.

Students’ insights into place value developed adding and subtracting extend to multiplication and division. They see how the product of a 1 digit number and 2 or 3 digit number is the sum of the products of the 1 digit number and each base ten component. This is a use of the distributive property. They see how division by a one digit divisor can be done by breaking the dividend apart by place value and using the distributive property to find the quotient in pieces by place value.

Fractions are the other major chapter that opens in grade 3. Students in grade 3 must enlarge their concept of quantities to include fractional quantities. This is one of the most important transitions in school mathematics. To make sense of fractions, students will need time and repeated experiences discussing and reasoning about fractions as they use fractions to describe and solve problems about quantities, and as they represent fractions with such things as fraction strips (made of paper or drawn) and number lines. Measurement contexts are helpful in making fractions concrete and fractions are essential for understanding measurement quantities.

Fractions are introduced using *unit fractions*, fractions with numerator equal to 1. Unit fractions are formed by dividing a whole into equal parts. An important case is when the “whole” in question is the part of the number line lying between 0 and 1.

Dividing a whole into equal parts points to a deep connection between fractions and division. This connection emerges in full only by grade 6, when students understand the fraction a/b as the quotient $a \div b$.

Meanwhile, students in grade 3 also grow toward mastery of addition and subtraction. They apply addition and subtraction to solve a variety of routine and nonroutine problems, and they gain fluency in computation of multidigit sums and differences. They add and subtract mentally in special cases, such as $2,500 + 6,000$, and they add or subtract smoothly using pencil and paper when numbers are large. Students can use place value to explain what they do when adding and subtracting in expanded form. The steps in the standard algorithm, such as “borrowing past zero,” make sense to them given their understanding of place value, which has been developing steadily since first grade.

Understanding & Applying Operations^{Ne}

- A $a \times b = p$ means the total number of things, p , in a groups of b things each. When any two of these numbers are known, the unknown number can be found by multiplication or division.
- B $p \div a = b$ means the number of things, b , in each group when p things are divided equally into a groups.
- C $p \div b = a$ also means the number of groups, a , that result when p things are divided into equal groups of b things each.
- D The total number of things in a groups of b things each is the same as the total number of things in b groups of a things each, that is, $a \times b = b \times a$
- E Dividing by a smaller number gives a larger quotient.
- F Multiplying by b then dividing by b leaves a number unchanged. Likewise, dividing by b and multiplying by b leaves a number unchanged.

- 1 Solve a variety of routine and nonroutine problems requiring addition/subtraction.¹⁰
- 2 Solve story problems about things that are organized into equal groups in an apparent way.
- 3 Solve multistep story problems requiring both addition/subtraction and multiplication/division.

Base 10 Computation^{Nb}

- A Digits in each place are worth ten times as much as digits in the place to the right; comparison of numbers is decided by the leftmost digit, with subsequent digits breaking ties.
- B The product of a one-digit number times a multidigit number is the sum of the products of the one-digit number times each base 10 component. This is an instance of the Distributive Rule.
- C Multidigit numbers can be expanded into sums of units, tens, hundreds, and so on. The expanded forms can be used to add, subtract, multiply and divide mentally and with paper and pencil.
- D The standard algorithms for addition and subtraction use a vertical format to align digits with the same units. Trading operations are used to group and regroup.

- 1 Demonstrate number sense of place value for numbers to 100,000.
- 2 Add and subtract three-digit numbers in vertical format using the standard right-to-left algorithms.
- 3 Quickly recall multiplication facts for which one factor is 0, 1, 2, 5 or 10 and the related division facts.
- 4 Multiply two and three digit numbers by single digit numbers.
- 5 Divide two and three digit numbers by single digit numbers, without remainder.

Fractions^{Nf}

- A To show $1/n$ of something, divide the thing into n equal parts.
- B All fractions are built from putting unit fractions together. In general, a/b of something is the amount formed by a parts, each of which is $1/b$ of the thing.¹¹
- C $n/n = 1$ for any nonzero whole number n .
- D Fractions are numbers with magnitudes and can be placed on a number line. To show $1/b$ as a number, divide the part of the number line lying between 0 and 1 into b equal parts. The number $1/b$ lies at the right endpoint of the first subinterval. The number a/b lies at the right endpoint of a copies of this subinterval laid end to end.¹²

¹⁰ This includes addition and subtraction situations involving lengths and time intervals.

¹¹ This includes so-called "improper" fractions. For example, $17/5$ is 17 parts, each of which is $1/5$ of a thing.

¹² This includes so-called "improper" fractions. For example, $17/5$ lies at the right endpoint of 17 copies of the subinterval $1/5$ laid end to end.

- E Fractions can be compared as to their magnitude. A fraction q is greater than a fraction r when q represents a greater portion of the same whole, or when q lies to the right of r on a number line.
 - F For unit fractions, the greater the denominator, the smaller the fraction.
- 1 Use fractions to describe quantities (“After the party there were $1\frac{1}{3}$ pizzas left over”), parts of wholes, and parts of a collection.
 - 2 Place fractions in correct position on a number line.
 - 3 Compare and order fractions with equal numerators or equal denominators.
 - 4 Use $\frac{1}{2}$ and 1 as benchmark numbers to compare and order fractions (such as $\frac{3}{8}$ and $\frac{7}{10}$) that have unequal numerators and denominators.
 - 5 Solve story problems that involve ordering and comparing fractional quantities.

Quantity & Measurement Nd

- A Durations of time are measured by comparing them to other durations of time, such as the earth’s rotation period or the duration of time required for an hourglass to empty.
 - B Durations of time can be represented as lengths, with longer durations pictured as segments of greater length.
- 1 Measure lengths using rulers marked with halves, fourths, and eighths of inches.
 - 2 Measure distance around an object’s boundary to half-unit accuracy.
 - 3 Compute perimeters of polygons by adding given side lengths.
 - 4 Compute elapsed time to the nearest minute.
 - 5 Collect data using a systematic format, and construct frequency tables and line plots to summarize and display the data.

Geometry: Progression to be determined

- A [...]
- 1 [...]

Grade 4

Developing Coherent Understanding

Fourth grade students learn that the fraction representation of a number is not unique. For example, the symbols 2, $\frac{10}{5}$, and $\frac{8}{4}$ all refer to the same value or point on a number line. This complication was not present for whole numbers, which have unique representations in base 10. Given a fraction, various fractions equivalent to it can be generated by multiplying or dividing numerator and denominator by the same nonzero whole number.

Students first learn to add and subtract fractions with the same denominator, starting with the case where the sum is less than 1. They understand and can explain (using fraction strips or number lines) that when they add or subtract fractions with the same denominator, they are working with like parts, and the sum or difference is the fraction that tells how many of those parts are in the result. For example, 3 fifths plus 1 fifth is 3+1 fifths and 5 sevenths minus 2 sevenths is 5 – 2 sevenths. In fact, the same reasoning underlies addition and subtraction in the decimal system, where ones are added to ones, tens are added to tens, tenths are added to tenths, and so on. In both cases, students add or subtract like units.

To add and subtract fractions with unlike denominators, students first find equivalent fractions with the same denominator. They see that when fractions have different denominators, such as $\frac{2}{3}$ and $\frac{3}{4}$, they are not expressed in terms of like parts ($\frac{2}{3}$ is in terms of thirds and $\frac{3}{4}$ is in terms of fourths, but thirds and fourths are not the same size). By reasoning about fraction strips or number lines, students understand that when they give fractions common denominators, they express both fractions in terms of like parts, i.e., in terms of the same unit fractions. Students then understand that once they have changed the fractions to equivalent ones that have the same denominator, they have reduced the problem of determining the sum or difference to the previous case.

Decimals are introduced in grade 4 as a representation of fractions with standard denominators 10, 100, 1000. Decimals extend and complete the base 10 system of place value; each base 10 unit is ten times larger than its neighbor to the right, and each base 10 unit is $\frac{1}{10}$ as large as its neighbor to the left. Computation with decimals is delayed until grade 5 to allow time for students to build conceptual connections between fractions and decimals.

Students in grade 4 are also building whole number fluency with multiplication and division facts and computation. Together with a good understanding of fractions, fluency with multiplication and division gives students a secure footing for later grades, when students will learn the sophisticated uses of multiplication and division that we call proportional reasoning.

In geometry, students learn the concept of area. As with any other quantity, areas are measured by comparing them to other areas—in this case, the areas of unit squares. Thus, the area of a figure is measured by the number of unit squares needed to cover it with no gaps or overlaps. Students use this concept to compute areas for rectangles, and for shapes decomposable into rectangles. Students are also building their geometric vocabulary by studying lines, line segments, and angles. Naming these elements enables students to analyze shapes more systematically in terms of their constituent parts.

Understanding & Applying Operations_{NE}

- A Quantities in context can be added and subtracted only when they refer to the same underlying unit. For example, $\frac{1}{2}$ of a box of cookies and $\frac{1}{2}$ of a cookie do not add up to 1 cookie.
- 1 Solve multiplicative comparison problems with whole numbers (problems involving the notion of “times as much”).
- 2 Solve multistep and nonroutinestory problems requiring both addition/subtraction and multiplication/division of whole numbers.
- 3 Solve story problems that involve adding and subtracting fractional quantities.
- 4 Solve story problems that involve comparing and ordering decimal quantities.

Base 10 Computation _{Nb}

- A A decimal number stands for a sum of fractions whose denominators are powers of 10. For example, 0.349 stands for $\frac{3}{10} + \frac{4}{100} + \frac{9}{1000}$.
- B Decimal digits in each place are worth ten times as much as digits in the place to the right; comparison of decimal numbers is decided by the leftmost digit, with subsequent digits breaking ties.
- 1 Demonstrate number sense of place value for numbers from 0.001 to 1,000,000.
- 2 Fluently add and subtract multidigit numbers in vertical format using the standard right-to-left algorithms.
- 3 Quickly recall multiplication facts to 10×10 and the related division facts.
- 4 Fluently multiply two, three and four digit numbers by single digit whole numbers; fluently multiply two-digit numbers by two-digit whole numbers.
- 5 Divide two and three digit numbers by single digit numbers with remainder; divide four-digit numbers by a multiple of 10 with remainder.¹³

Fractions _{Nf}

- A Two fractions are equal (or “equivalent”) when they occupy the same point on a number line—or, what is the same, when they represent the same portion of a whole.
- B Multiplying or dividing the numerator and denominator of a given fraction by the same nonzero whole number yields a fraction that is equivalent to the given one: $(n \times a)/(n \times b) = a/b$ and $(a \div n)/(b \div n) = a/b$.
- C A mixed number stands for the sum of its whole number portion and its fractional portion.
- 1 Rename fractions to equivalent forms and identify equivalent fractions.¹⁴
- 2 Compare and order fractions; place fractions on a number line.
- 3 Add and subtract fractions with like or unlike denominators.¹⁵
- 4 Use decimals to describe quantities (“The bike path is 1.75 miles long”), parts of wholes, and parts of a collection.
- 5 Compare and order decimals; place decimals on a number line.
- 6 know the decimal equivalents for halves and fourths.

¹³ Students should be able to express the result of division as a number sentence; for example, $720 \div 7 = 102 \text{ r } 6$ can also be stated as $720 = 7 \times 102 + 6$.

¹⁴ This includes the following types of equivalence: $\frac{2}{3} = \frac{4}{6}$, $3 \frac{1}{2} = \frac{7}{2}$, $\frac{21}{6} = 3 \frac{1}{2}$.

¹⁵ Addition and subtraction of mixed numbers is optional at this grade.

Quantity & Measurement Nd

- A The area of a closed plane figure is a measure of how much space it encloses.¹⁶
 - B A square with side length 1 unit is said to enclose “one square unit” of area. The area of a closed plane figure can be measured (expressed numerically) by the number of square units that fit inside it with no gaps or overlaps.
 - C Tiling a rectangle with unit squares shows that a rectangle a units long by b units wide encloses an area of $a \times b$ square units.
 - D Area is additive: If a figure is decomposed into several pieces, then the area of the whole figure can be found by adding the areas of the pieces (expressed in common units).
 - E An angle is measured by the number of one-degree angles that fit inside it with no gaps or overlaps.
- 1 Measure and compute whole-square-unit areas of real-world and geometric figures decomposable into rectangles.
 - 2 Measure angles in whole-number degrees using a protractor; sketch angles of specified measure.

Geometry: Progression to be determined

- A [...]
- 1 [...]

¹⁶ Intuitively, the area is a measure of how long it would take to “color in” the figure evenly with a crayon; by contrast, intuitively perimeter is a measure of how long it would take to trace around the figure.

Grade 5

Developing Coherent Understanding

Previously, students have understood fractions as repeated sums of unit fractions. In Grade 5, students learn that fractions can also be interpreted as the *product* of a whole number and a unit fraction: $a/b = a \times 1/b$. More generally, students in grade 5 learn that the fraction a/b indicates a division: $a/b = a \div b$. In short, fractions are quotients. This realization represents a major milestone in this grade. Understanding fractions as quotients is a crucial element of both proportional reasoning in grade 6 and the algebraic manipulation of fractions in later grades.

Students learn to add and subtract decimals, using exactly the same base 10 reasoning they used for multidigit whole numbers. By working with decimals, fractions and whole numbers in problem solving situations, students begin to learn that it is the relationships between quantities that matter in solving a problem, not how the quantities are represented numerically. This is a step of maturity along the path to algebra, where the relationships between quantities are in the foreground (as equations), and form of the numbers is entirely obscured (by the use of variables).

Even as students are gaining experience with fractions and decimals, they are nearing the end of their primary trajectory in whole number computation by using the standard division algorithm. As with the other base 10 algorithms students learn to use, this one rests on place value and the rules of arithmetic (notably the distributive rule). A complication special to the division algorithm is the need to estimate along the way.

Volume is a milestone in the progression of geometric measurement that began in early grades with length measurement. As with other quantities encountered along the measurement progression, volumes are measured by comparing them to like quantities—in this case, the volumes of unit cubes. Thus, the volume of a solid is measured by the number of unit cubes needed to fill it with no gaps or overlaps. Students use this concept to compute volumes for rectangular prisms.

Coordinates and the coordinate plane are first introduced in this grade. Later, the coordinate plane will become a shared setting for algebra and geometry. The coordinate plane will also support students' study of functions and statistics by illustrating the way in which two related quantities vary together.

Understanding & Applying Operations^{Ne}

- A Quantities in a problem might be described with whole numbers, fractions or decimals; the operations used to solve the problem depend on the relationships between the quantities, not the form of the number.
- 1 Solve single step, multistep, and nonroutine story problems requiring addition/subtraction of whole numbers, fractions (including mixed numbers), and decimals.¹⁷
- 2 Solve multistep and nonroutinestory problems requiring both addition/subtraction and multiplication/division of whole numbers.

¹⁷ Problems should not mix fractions with decimals except in simple cases, such as $2.5 - 1/4$, $3/10 + 0.4$, etc.

- 3 Estimate answers to computations and compute mentally to assess reasonableness of results.

Base 10 Computation Nb

- A The standard algorithm for division is based on breaking the dividend apart by place value and using the Distributive Rule to find the quotient in pieces by place value.
 - B In adding or subtracting decimal numbers, one operates separately with the units of each size, except when regrouping is needed; the scheme for regrouping is the same at each place, because each unit is composed of ten of the smaller unit.
- 1 Fluently multiply multidigit numbers using the standard algorithm.
 - 2 Divide two and three digit numbers by two digit numbers, with remainder, using the standard algorithm.
 - 3 Demonstrate number sense of place value for numbers from millionths to millions.
 - 4 Quickly find 0.1 more than a number and 0.1 less than a number, 0.01 more than a number and less than a number, and 0.001 more than a number and less than a number.
 - 5 Add and subtract decimals using standard algorithms and understanding of place value.

Fractions NF

- A Fractions are quotients: $a \div b = a \times \frac{1}{b} = \frac{a}{b}$.
- 1 Add and subtract mixed numbers.
 - 2 Solve story problems that involve multiplying fractional quantities by whole numbers and multiplying whole number quantities by fractions.¹⁸
 - 3 Solve division/sharing story problems that have fractional answers.

Geometric Measurement Gc

- A The volume of a solid figure is a measure of how much space it contains. A cube with side length 1 unit is said to contain “one cubic unit” of volume. The volume of a solid figure can be measured (expressed numerically) by the number of cubic units that fit inside it with no gaps or overlaps.
 - B Packing a rectangular prism with unit cubes shows that a rectangular prism l units long by w units wide by h units tall contains a volume $V = l \times w \times h$ cubic units.¹⁹ The base of the prism has area $A = l \times w$ square units, so the volume of the prism can also be expressed as $V = A \times h$ cubic units.
 - C Volume is additive: If a solid figure is decomposed into several pieces, then the volume of the whole figure can be found by adding the volumes of the pieces (expressed in common units).
- 1 Measure and compute whole-square-unit volumes for rectangular prisms and for real world objects well described by rectangular prisms.

Coordinate Geometry Gd

¹⁸ The unit fraction $\frac{1}{b}$ might represent some quantity of interest, with the whole number a acting to ‘scale up’ the quantity. (“The cargo train carried 7 trucks, each truck weighing $\frac{1}{4}$ of a ton. How many tons of trucks did the cargo train haul altogether?”) Alternatively, the whole number a might represent some quantity of interest, with the unit fraction $\frac{1}{b}$ acting to ‘scale down’ the quantity. (“There are 12 walls in Vivian’s apartment. She painted $\frac{1}{3}$ of them. How many walls did Vivian paint?”)

¹⁹ The dimensions of the prism should be whole numbers in the chosen unit. The same unit should be used for all three dimensions.

- A A pair of perpendicular number lines (or “axes”) defines a coordinate system. A given point in the plane has a separate position along each of the two axes; the two positions of the point are called its coordinates.
- 1 Graph points in the coordinate plane, and read off the coordinates of graphed points.²⁰
 - 2 Determine the lengths of horizontal and vertical segments in the plane, given the coordinates of their endpoints.

CONFIDENTIAL

²⁰ Exercises should include graphing sets of points that fall along lines and curves, and constructing scatterplots for bivariate data. The units of measure should not always be the same for both coordinate axes. Coordinates may be whole numbers, fractions or decimals.

Grade 6

Developing Coherent Understanding

Ratios, rates, and proportional relationships are centrally important both within and outside of mathematics—throughout middle school, high school, and beyond. Students in grade 6 are beginning the serious study of these subjects. In doing so, students build on, formalize, and tie together their previous work with multiplication, division, fractions, and measurement.

In previous grades, students used subtraction to compare like quantities, noting for example that a \$50 wristwatch costs \$45 more than a \$5 wristwatch. Such comparisons (based on subtraction) are called *absolute* comparisons. In grade 6, students begin using division to make *relative* comparisons. Watches priced at \$50 and \$5 can be compared in relative terms by saying that the first costs 10 times as much as the second.

A ratio is a quotient that serves to compare two quantities. The dimensionless ratio 10 in the wristwatch example tells how many times larger one cost is compared to another.

Ratios are also useful for part-part and part-whole comparisons. In a television news program, commercials might amount to 6 minutes out of a 30 minute time slot, leaving only 24 minutes for news. The ratio of commercial time to news time could be expressed as 6:24, $\frac{6}{24}$, $\frac{1}{4}$, or 0.25. The ratio of commercial time to the total could be expressed as 6:30, $\frac{6}{30}$, $\frac{1}{5}$, 0.2, $\frac{20}{100}$, or 20%. Students in grade 6 learn to form such ratios, convert them from one form to another, and use them as a tool to solve problems.

The most important application of ratios is the analysis of proportional relationships. These are relationships in which two quantities vary together in such a way that their ratio varies not at all. A prototypical example is an object moving at a constant speed. The distance covered grows with elapsed time, but in such a way that the ratio (distance covered)/(elapsed time) remains fixed. The characteristic fixed ratio in a proportional relationship is called the *unit rate*, and it is the basic entrée into understanding the relationship. The quantities being compared in unit rates are often unlike, as in (distance)/(time), (population)/(square mile), (Calories)/(gram), or (cost)/(dozen)—as well as time rates of consumption, depletion, production, increase, decrease, and growth of a quantity. The study of proportional relationships launches students on a trajectory that takes them onward to functions, modeling, and mature quantitative reasoning.

Probability is another important application of ratios in grade 6. Students begin serious work with probability in this grade by learning to compute theoretical probabilities, and by comparing theoretical probabilities to frequencies obtained from probability experiments.

Rational Numbers²¹_{Nh}

A Multiplication and division of fractions follows $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{(a \times c)}{(b \times d)}$ and $(\frac{a}{b}) \div (\frac{c}{d}) = (\frac{a}{b}) \times (\frac{d}{c}) = \frac{(a \times d)}{(b \times c)}$.

²¹ All numbers are nonnegative at this grade.

- B Multiplying a quantity by the fraction a/b can be interpreted as a stretching operation (by a factor of a) combined with a shrinking operation (by a factor of b).
 - C The division algorithm can be used to express fractions in decimal form.
- 1 Multiply and divide decimals using standard algorithms and understanding of place value.
 - 2 Convert fractions to decimals and vice versa.
 - 3 Compare and order rational numbers presented in various forms, and place them on a number line.
 - 4 Solve real-world and mathematical problems requiring arithmetic with rational numbers presented in various forms, converting as appropriate and estimating to check reasonableness of answers.

Ratios, Rates & Proportional Relationships_{Ng}

- A The ratio of a to b compares a to b in relative terms using division. The ratio of a to b may be expressed in several ways: as a quotient, $a \div b$; as a fraction, a/b ; in classical form, as $a:b$; or in decimal form, as the result of the indicated division.
 - B Two quantities of the same kind, a and b , can be compared in relative terms by saying that “ a is r times as much as b .” In this case, the ratio $r = a \div b = a/b$ tells how many times as much.²² This ratio may be less than, equal to, or greater than 1.
 - C $P\%$ of a quantity means $P/100$ times as much as the quantity; the percentage $P\%$ refers to P parts out of 100, or the ratio $P:100$.
 - D Two quantities x and y that vary together in such a way that their ratio varies not at all are said to be directly proportional to one another, or to be in a proportional relationship.
 - E A proportional relationship is characterized by its *unit rate* (the constant ratio of one quantity to another).
- 1 Compare quantities by forming ratios; solve problems involving finding one quantity given the other and the ratio.
 - 2 Find a percentage of a quantity; solve problems involving finding the whole given a part and the percentage.
 - 3 Decide whether two quantities that vary together obey a proportional relationship, and analyze proportional relationships using the unit rates that characterize them.²³

Geometric Measurement_{Ge}

- A Area and volume formulas for rectangles and rectangular prisms remain valid when the dimensions of the figures are fractions.
 - B The area of a figure doesn't change when the figure is translated, rotated, or reflected.
 - C [Area of a right triangle and other triangles in terms of base and height.]
- 1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons (by decomposition into triangles and other shapes).
 - 2 Find surface area of 3-D figures with flat faces.
 - 3 Solve problems involving area, volume, and surface area of real-world objects.

Angles, Lines & Planes_{Gb}

- A *Concepts to come*

²² $a = (a \div b) \times b$ and $a = (a/b) \times b$.

²³ Students should be able to analyze proportional relationships by using tables, by graphing pairs in the coordinate plane, and by computing ratios of pairs. Problem situations might include unit pricing, miles per gallon, Calories per gram, conversion of measurement units, densities such as inhabitants per square mile and kilograms per cubic meter, and rates of consumption, depletion, production, increase/decrease, and growth.

- 1 Verify facts, experimentally, about the angle sum of triangles, exterior angles, and alternate interior angles of parallel lines. Determine the angle sum of interior angles of convex polygons, and the angle sum of exterior angles of convex polygons.
- 2 Determine, experimentally, parallel lines in space, lines perpendicular to a plane, lines parallel to a plane, the plane passing through three given points, and the plane perpendicular to a given line at a given point.

Probability Da

- A Events occupy a continuum from impossible to certain, with less likely, equally likely, and more likely lying in between.
 - B Probability is a quantitative measure of how likely something is to happen; it is a measure of certainty or uncertainty. The probability of an event can be represented by a number between 0 and 1, with 0 representing impossible and 1 representing certain.
 - C The set of all possible outcomes for an experiment is called the sample space.
 - D A specified event indicates some portion of the sample space, namely those outcomes in which the event occurs.
 - E When all outcomes of an experiment are equally likely, the theoretical probability of an event is the ratio of the number of outcomes in which the event occurs to the total number of outcomes.
- 1 Determine sample spaces using such methods as organized lists, tree diagrams, and area models.
 - 2 Determine and interpret theoretical probabilities for simple events, using fractions, decimals and percents to describe probabilities.
 - 3 Use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations.

Grade 7

Developing Coherent Understanding

In Grade 7 students start to make an important transition to algebra. Although they have used variables in earlier work, they now start making systematic use of them in two important situations: representing a specific quantity to found in a problem, and representing a general relationship between two quantities that vary together. For example, given a problem asking them to compare two cell phone plans, students learn that choosing a variable to represent the number of minutes they use each month leads to a systematic method for setting up an equation to find the break even point.

Proportional relationships provide an important context for students to start expressing general relationships using symbols. In Grade 6 they have explored proportional relationships with graphs and tables, and by computing particular ratios of the proportionally related quantities. For example, in understanding the proportional relationship between time and distance traveled, they have used a speed of 65 mph to compute the distance traveled in 1, 2, and 3 hours, and they have used the fact that a 99 mile journey takes 1.5 hours to compute an average velocity of 66 mph. Now they learn to use variables to express proportional relationships. For example, if a car gets 25 mpg, they write $d = 25g$ to express the relationship between the distance d , in miles, that a car can travel and the number g of gallons in its tank. They can also write this relationship as $g = 0.04d$, and reason that this means that to travel an extra 60 miles they will need an extra $0.04 \cdot 60 = 2.4$ gallons. They learn to make general statements about the relationship between proportional quantities using the algebraic form of the relationship, noting for example that the constant of proportionality between d and g is the reciprocal of the constant of proportionality between g and d . They graph the relationships and relate the slope of the graph to the unit rate, and understand how changes in the constant of proportionality affect the shape of the graph. This provides an important connection to later work in which students develop an increasingly sophisticated understanding of families of functions and the role of parameters.

Students also use symbols to express more complex relationships, such as the proportionality between the area of a circle and the square of its radius. They learn to see that the formula $V = \frac{1}{3} \pi r^2 h$ can be interpreted as saying that for a fixed height the volume of a circular cone is proportional to the square of the radius of its base, and also that the volume is directly proportional to the volume of a circular cylinder with the same height and radius. The constant of proportionality, $\frac{1}{3}$, is universal in the sense that any type of cone bears the same relationship to the corresponding cylinder. Thus the expression $\frac{1}{3} \pi r^2 h$ has multiple interpretations and its structure can be explored at multiple levels. The work with data and statistics in Grade 7 provides further opportunities for students to move back and forth between concrete interpretations of symbolic expressions and abstract manipulation of them, as they learn to work with and reason about formulas for the average, for example, where this an opportunity to provide both algebraic and common sense explanations of the fact that adding a constant to every data value adds the same constant to the average.

As the use of variables to expression general relationships blossoms, so does the domain of the variables expand into the entire domain of rational numbers, including negative numbers.

Ratios, Rates and Proportional Relationships Ng

- A A proportional relationship between two co-varying quantities is one in which there is a positive number k (the unit rate or constant of proportionality) such that one quantity is always k times the other.
- B The distributive rule implies that adding an increment to one quantity increases a proportionally related quantity by the constant of proportionality times the increment.
- C The units of the constant of proportionality are derived units, the ratio of the units of the two proportional quantities, and often represent a rate or density.
 - 1 Model situations in which one quantity is proportional to another using an equation, e.g. $y = kx$ where k is a constant.
 - 2 Rearrange formulas expressing proportionality or inverse proportionality to express each quantity in terms of the other, and to express the constant of proportionality in terms of the quantities, e.g. write $y = kx$ as $x = (1/k)y$, or $x = y/k$, or $y/x = k$.
 - 3 Relate a graph, table, and verbal representation of a proportional relationship to an equation for the relationship, and use units to interpret the rate or coefficient.
 - 4 Interpret an expression that represents a quantity in a context, both by interpreting the structure of the expression and by graphing the function that the expression defines and interpreting the graph.

Equations and Their Solutions Ab

- A An equation in one variable is a statement that two expressions in that variable are equal, and a solution to the equation is a number that produces a true numerical statement when it is substituted for the variable.
 - 1 Formulate an equation for a result-known multi-operation problem arising in a real-world or mathematical context, and solve it by performing the inverse operations on the result in reverse order.
 - 2 Represent equations in one variable by graphing the functions defined by the expression on either side, and use the graphs to find approximate solutions and interpret the solutions in terms of the context.

Expressions Aa

- A The laws of exponents determine the interpretation of expressions with zero, negative, and fractional exponents.
- B The rules of arithmetic determine the rules for multiplying negative numbers and for expressing subtraction as addition of the additive inverse.
 - 1 Read the structure in a numerical expression at a level necessary to enter it into a calculator or spreadsheet, making use of parentheses and the conventions on order of operations.
 - 2 Generate equivalent expressions from a given numerical or algebraic expression, including those involving negative numbers and whole number exponents.

Statistics Db

- A Visual displays and summary statistics condense the information in data sets into usable knowledge.
- B Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.
 - 1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.
 - 2 Use appropriate displays and summary statistics for data.
 - 3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Geometric Measurement Gb

- A Geometric properties that can be verified in the coordinate plane for figures with rational number dimensions extend to figures with any dimensions, rational or irrational.
- B The circumference and area of a circle can be represented as the intuitive limit of perimeters and areas of approximating regular polygons; π is the area of unit circle.
 - 1 Produce a proof of the Pythagorean Theorem by the method of right triangles in a square and the concept of area. Produce a proof of the converse of the Pythagorean Theorem.
 - 2 Show an intuitive understanding of the formulas for the volume of cylinders and right cones, and the fact that the volume of right cone is $1/3$ the volume of the cylinder with same base.
 - 3 Experimentally determine the value of π and give an informal derivation of the formulas for the area and circumference of a circle.
 - 4 Use proportionality to determine the dimensions of figures with rational number dimensions that have been scaled from smaller to larger and larger to smaller.

Grade 8

Developing Coherent Understanding

Two rivers of understanding converge in Grade 8 to support a deep understanding of linear relationships: proportional relationships between co-varying quantities and the use of symbols to express general relationships. This supports the incipient formation of a new concept, the concept of function. Students move from thinking of functions as processes (subtract 65 mph times the number of hours spent so far in driving from 300 miles to compute the remaining distance) to thinking of them as objects (the function defined by $d = 300 - 65t$). They use linear functions systematically to model different situations, understanding the role of the parameters m and b in $Q = mt + b$ in fitting the function to the situation. This understanding of a function as an object in its own right prepares the way for using function notation, where a letter is used to stand for a function rather than a number, in later grades.

The idea of a function as something that takes inputs and yields outputs also underlies the notion of a geometric transformation, which is the basis for geometry in Grade 8. Rotations, reflections, and translations all take a figure as an input and yield a different figure as an output. The understanding of ratios as expressing the proportionality between scale drawings, which was developed in previous grades, grows into a more sophisticated understanding of dilations as transformations which can be applied to any figure in the plane.

The connection between linear functions and geometry in this grade is also manifested in an understanding of slope as a ratio between the vertical and horizontal sides of a right triangle aligned with the coordinate axes. Similarity of these triangles for different pairs of point on a line show that the slope between any two points on a line is the same no matter which two points are chosen.

Functions and the Situations They Model^{Ac}

- A A function is a rule, often defined by an expression and represented by a graph, that represents the relationship between two varying quantities, taking one quantity as an input and yielding the other as an output.
- B Equations arise in seeking input values that yield the same output for two functions, and the solution is the input corresponding to the intersection of their graphs.
- C Linear functions model situations where the difference between the output quantity and its initial value is proportional to the input quantity.
 - 1 Identify functions as linear or nonlinear from the expressions defining them and from their graphs.
 - 2 Construct a function to model a linear relationship between two quantities, using information such as a verbal description of real-world situation; the rate and initial value of the function; two values of the function; a graph; or a table of values.
 - 3 Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph.

- 4 Model a linear pattern in a scatter plot by a straight line, using an informal fitting procedure, and decide if there is evidence of an association between the two quantities by judging the amount of variation around the line.

Irrational Numbers, Quantity and Measurement^{Nd Ni}

- A An irrational number can be approximated by a rational number, and the approximation can be used to compare the size of irrational numbers.
 - 1 Locate on the number line rational and irrational numbers given by numerical expressions involving rational number, power with rational exponents, and radicals.
 - 2 Estimate the value of a numerical expression and compare two numerical expressions, saying which is larger; use estimates to check answers obtained by technology.
 - 3 Use scientific notation and units of different magnitudes²⁴ to express very large and very small quantities that arise in real-world situations and to compare their order of magnitude.
 - 4 Use the rules of arithmetic and the laws of exponents to compute arithmetic operations on numbers expressed using radicals or scientific notation.

Equations and Their Solutions^{Ab}

- A Equations can be solved by steps that successively transform the equation into simpler equations. These steps are logical deductions, based on using the rules of arithmetic and the properties of equality, from the assumption that the equation is a true statement about the number that the variable represents.
- B There is a systematic method for solving a linear equation in one variable by collecting like terms, adding to or subtracting from both sides, and multiplying or dividing both sides by nonzero constant.
- C The solutions of a linear equation in two variables are coordinate pairs that form a line when plotted in the plane.
- D The simultaneous solutions of two linear equations in two variables are the coordinates of the points where the two corresponding lines intersect. The system has one solution if the lines have different slope, no solutions if they are parallel but distinct, and infinitely many solutions if they are the same line.
 - 1 Solve linear equations in one variable, and equations involving the absolute value of linear expressions, and explain the steps in the solution in terms of the rules of arithmetic and the properties of equality.
 - 2 Solve linear inequalities in one variable, and inequalities involving absolute values of linear expressions, by solving the corresponding equation and choosing the appropriate region on the number line.
 - 3 Solve systems of two linear equations in two variables algebraically and graphically.

Congruence and Similarity^{Ge}

- A Two plane or solid figures are congruent if one can be obtained from the other by a sequence of rotations, reflections, and translations (a congruence).
- B Two plane or solid figures are similar if one can be obtained from the other by adilation²⁵ followed by a congruence (a similarity).

²⁴ Such as centimeters and kilometers, grams and kilograms, hours and nanoseconds.

²⁵ A dilation is a transformation that moves every point along a line from a fixed center by a fixed scale factor.

- C Congruent figures have the same area or volume. A similarity transformation with a scale factor of k changes areas by a factor of k^2 and volumes by a factor of k^3 .
 - D For a line in the coordinate plane, any two right triangles with legs parallel to the axes and hypotenuse on the line are similar, and so the slope (rise over run) between any two points is the same.
- 1 Describe the effect of simple rotations, reflections, and translations on coordinates of points and simple figures.
 - 2 Determine if two triangles are congruent by observing the congruence of the three side, two sides and the angle between them, or two angles and the side between them.
 - 3 Determine if two triangles are similar by observing whether three side are related by a constant scale factor, two sides are related by a constant scale factor and the angles between them are congruent, or two angles are congruent.
 - 4 Using similar triangles, prove that two lines in the coordinate plane are parallel if and only if they have the same slope, and two lines (not parallel to the axes) perpendicular if and only if their slopes multiply to -1 .

CONFIDENTIAL

Progressions in Grades K–8

Note, a progression may appear in more than one band

Approximately Grades K-5

Number^α

- Counting and Cardinality^{Na}
- Base Ten Computation^{Nb}
- Early Relations and Operations^{Nc}
- Quantity and MeasurementNd
- Understanding and Applying Operations^{Ne}
- Fractions^{Nf}

Geometry

- Shapes^{Ga}
- Angles, Lines, and Planes^{Gb}
- Geometric Measurement^{Gc}
- Coordinate Geometry^{Gd}

Approximately Grades 6-8

Number

- Ratios, Rates, and Proportional Relationships^{Ng}
- Rational Numbers^{Nh}
- Irrational Numbers^{Ni}

Algebra

- Expressions^{Aa}
- Equations and Their Solutions^{Ab}
- Functions and the Situations They Model^{Ac}

Geometry

- Angles, Lines, and Planes^{Gb}
- Geometric Measurement^{Gc}
- Coordinate Geometry^{Gd}^γ
- Congruence and Similarity^{Ge}

Data

- Probability^{Da}
- Statistics^{Db}

^α Two motifs will appear and reappear throughout the Number progressions: the rules of arithmetic (an algebraic perspective), and the number line (metric perspective). We intend to provide sidebars on the rules of arithmetic and the number line, and we want to design an icon scheme to highlight appearances of the rules of arithmetic and the number line throughout the Progressions document. At the proper time, the properties of equality and the laws of exponents will be added to the rules of arithmetic and the number line will be extended into coordinate spaces.

^γ Includes slopes of lines in the coordinate plane and how the definition depends on similarity.

List of Progression Titles and Approximate [Placeholder] Grade Ranges

ID	Title	Approx Grade Start	Approx Grade End
Na	Counting and Cardinality	K	1
Nb	Base Ten Computation	K	6
Nc	Early Relations and Operations	K	1
Nd	Quantity and Measurement	K	> 8
Ne	Understanding and Applying Operations	2	7
Nf	Fractions	3	6
Ng	Ratio, Rates & Proportional Relationships	6	8
Nh	Rational Numbers	6	8
Ni	Irrational Numbers	8	> 8
Ga	Shapes	K	5
Gb	Angles, Lines and Planes	4	6
Gc	Geometric Measurement	5	7
Gd	Coordinate Geometry	5	> 8
Ge	Congruence and Similarity	8	> 8
Aa	Expressions	6 ²⁶	> 8
Ab	Equations & Their Solutions	6	> 8
Ac	Functions & The Situations They Model	6	> 8
Da	Probability	6 ²⁷	> 8
Db	Statistics	7	> 8

CONFIDENTIAL

²⁶ The progression might discuss what’s going on as far back as Kindergarten, but I don’t think the grade level standards for Kindergarten should explicitly show “Expressions” as a heading! The relevant work appears under other headings.

²⁷ Similar comments as for Expressions above; in early grades this work appears under other headings. Also, I think we need a statement that students should be formulating questions and collecting data as part of their work in science. Not all of the data should be “What ice cream do people like.”

Common Core State Standards Initiative Standards-Setting Criteria

The following criteria guided the standards development workgroups in setting the draft college and career readiness standards.

Preamble: The Common Core State Standards define the rigorous skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed academically in credit-bearing, college-entry courses and in workforce training programs. These standards have been developed to be:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and applications of knowledge through higher-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

The standards intend to set forward thinking goals for student performance based in evidence about what is required for success. The standards developed will set the stage for US education not just beyond next year, but for the next decade, and they must ensure *all* American students are prepared for the global economic workplace. Furthermore, the standards created will not lower the bar but raise it for all students; as such, we cannot narrow the college-ready focus of the standards to just preparation of students for college algebra and English composition and therefore will seek to ensure all students are prepared for all entry-level, credit-bearing, academic college courses in English, mathematics, the sciences, the social sciences, and the humanities. The objective is for all students to enter these classes ready for success (defined for these purposes as a C or better).

Goal: The standards as a whole must be essential, rigorous, clear and specific, coherent, and internationally benchmarked.

Essential: The standards must be reasonable in scope in defining the knowledge and skills students should have to be ready to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.

Workforce training programs pertain to careers that:

- 1) Offer competitive, livable salaries above the poverty line
- 2) Offer opportunities for career advancement
- 3) Are in a growing or sustainable industry

College refers to two- and four-year postsecondary schools

Entry-level, credit-bearing, academic college courses (e.g. English, mathematics, sciences, social sciences, humanities)

Rigorous: The standards will include high-level cognitive demands by asking students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations.

High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.

Clear and Specific: The standards should provide sufficient guidance and clarity so that they are teachable, learnable, and measurable. The standards will also be clear and understandable to the general public.

Quality standards are precise and provide sufficient detail to convey the level of performance expected without being overly prescriptive. (the “what” not the “how”). The standards should maintain a relatively consistent level of grain size.

Teachable and learnable: Provide sufficient guidance for the design of curricula and instructional materials. The standards must be reasonable in scope, instructionally manageable, and promote depth of understanding.

The standards will not prescribe *how* they are taught and learned but will allow teachers flexibility to teach and students to learn in various instructionally relevant contexts.

Measurable: Student attainment of the standards should be observable and verifiable and the standards can be used to develop broader assessment frameworks

Coherent: The standards should convey a unified vision of the big ideas and supporting concepts within a discipline and reflect a progression of learning that is meaningful and appropriate.

Grade-by-grade standards: The standards will have limited repetition across the grades or grade spans to help educators align instruction to the standards.

Internationally benchmarked: The standards will be informed by the content, rigor, and organization of standards of high-performing countries so that all students are prepared for succeeding in our global economy and society.

Appendix 11



News Release

09/01/2009

Fifty-One States And Territories Join Common Core State Standards Initiative NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

Contact: Jodi Omear, 202-624-5346
Office of Communications

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.**

In the twenty-six years since the release of *A Nation at Risk*, states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing on to the common core state standards initiative, governors and state commissioners of education across the country are committing to joining a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12.

These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"To maintain America's competitive edge, we need all of our students to be prepared and ready to compete with students from around the world," said **NGA Vice Chair Vermont Gov. Jim Douglas**. "Common standards that allow us to internationally benchmark our students' performance with other top countries have the potential to bring about a real and meaningful transformation of our education system to the benefit of all Americans."

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years," stated **CCSSO President and Arkansas Commissioner of Education Ken James**. "The broad level of commitment we have received from states across the nation for this unprecedented effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."

The Common Core State Standards Initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc; ACT and the College Board. It builds directly on recent efforts

of leading organizations and states that have focused on developing college- and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world. The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

"Measuring our students against international benchmarks is an important step," said **Virginia Gov. Timothy Kaine**. "Today, we live in a world without borders. It not only matters how Virginia students compare to those in surrounding states – it matters how we compete with countries across the world."

"Only when we agree about what all high school graduates need to be successful will we be able to tackle the most significant challenge ahead of us: transforming instruction for every child," said **CCSSO President-Elect and Maine Education Commissioner Sue Gendron**. "Common standards will provide educators clarity and direction about what all children need to succeed in college and the workplace and allow states to more readily share best practices that dramatically improve teaching and learning. Our graduates and frankly, the future of our economy, cannot wait any longer for our educational practices to give equal opportunity for success to every student."

The NGA Center and CCSSO are coordinating the process to develop these standards and have created an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college- and career-ready standards are expected to be completed in September 2009. The grade-by-grade standards work is expected to be completed in January 2010.

###

Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. www.ccsso.org.

Please note that this printable version may not contain the full text of any PDF files or other attachments.

APPENDIX 12

53A-1-401. Powers of State Board of Education -- Adoption of rules -- Enforcement.

(1) (a) The State Board of Education has general control and supervision of the state's public education system.

(b) "General control and supervision" as used in Article X, Sec. 3, of the Utah Constitution means directed to the whole system.

(2) The board may not govern, manage, or operate school districts, institutions, and programs, unless granted that authority by statute.

(3) The board may adopt rules and policies in accordance with its responsibilities under the constitution and state laws, and may interrupt disbursements of state aid to any district which fails to comply with rules adopted in accordance with this Subsection (3).

(4) (a) The board may sell any interest it holds in real property upon a finding by the board that the property interest is surplus.

(b) The board may use the money it receives from a sale under Subsection (4)(a) for capital improvements, equipment, or materials, but not for personnel or ongoing costs.

(c) If the property interest under Subsection (4)(a) was held for the benefit of an agency or institution administered by the board, the money may only be used for purposes related to the agency or institution.

(d) The board shall advise the Legislature of any sale under Subsection (4)(a) and related matters during the next following session of the Legislature.

(5) The board shall develop policies and procedures related to federal educational programs in accordance with Title 53A, Chapter 1, Part 9, Implementing Federal Programs Act.

Appendix 13

Rule R277-700. The Elementary and Secondary School Core Curriculum.

As in effect on September 1, 2009

Table of Contents

- R277-700-1. Definitions.
- R277-700-2. Authority and Purpose.
- R277-700-3. Core Curriculum Standards and Objectives.
- R277-700-4. Elementary Education Requirements.
- R277-700-5. Middle School Education Requirements.
- R277-700-6. High School Requirements (Effective for Students Graduating Through the 2009-2010 School Year).
- R277-700-7. High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).
- R277-700-8. Student Mastery and Assessment of Core Curriculum Standards and Objectives.
- KEY
- Date of Enactment or Last Substantive Amendment
- Notice of Continuation
- Authorizing, Implemented, or Interpreted Law

R277-700-1. Definitions.

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied courses" means public school courses or classes that apply the concepts of Core subjects. Courses may be offered through Career and Technical Education or other areas of the curriculum.

C. "Basic skills course" means a subject which requires mastery of specific functions, including skills that prepare students for the future, and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Career and Technical Education(CTE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

F. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

G. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

H. "Core Curriculum objective" means a focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

I. "Core subjects" means courses for which there is a declared set of Core curriculum objectives as approved by the Board.

J. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

K. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

L. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

M. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

N. "Life Skills document" means a companion document to the Core curriculum that describes the knowledge, skills, and dispositions essential for all students; the life skills training helps students transfer academic learning into a comprehensive education.

O. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

P. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

Q. "SEOP" means student education occupation plan. An SEOP shall include:

- (1) a student's education occupation plans (grades 7-12) including job placement when appropriate;
- (2) all Board and local board graduation requirements;
- (3) evidence of parent, student, and school representative involvement annually;
- (4) attainment of approved workplace skill competencies; and
- (5) identification of post secondary goals and approved sequence of courses.

R. "State Core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

S. "Supplemental courses" means public school courses that provide students with the skills to succeed in Core subject areas.

T. "USOE" means the Utah State Office of Education.

U. "Utah Basic Skills Competency Test (UBSCT)" means a test to be administered to Utah students beginning in the tenth grade to include, at a minimum, components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the UBSCT in addition to school or district graduation requirements prior to receiving a basic high school diploma unless exempted consistent with Section 53A-1-603(5) and R277-705-11.

R277-700-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to

design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

R277-700-3. Core Curriculum Standards and Objectives.

A. The Board establishes minimum course description standards and objectives for each course in the required general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, shall stress mastery of the course material and Core objectives, standards and life skills consistent with the Core Curriculum and Life Skills document. Mastery shall be stressed rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2007-2008 graduating class.

R277-700-4. Elementary Education Requirements.

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

(1) Grades K-2:

- (a) Reading/Language Arts;
- (b) Mathematics;
- (c) Integrated Curriculum.

(2) Grades 3-6:

- (a) Reading/Language Arts;
- (b) Mathematics;
- (c) Science;
- (d) Social Studies;
- (e) Arts:
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
- (f) Health Education;
- (g) Physical Education;
- (h) Educational Technology;
- (i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F. Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in elementary grades 4-6; and
- (5) effectiveness of written expression in grade 6.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

R277-700-5. Middle School Education Requirements.

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) General Core (10.5 units of credit):
 - (a) Language Arts (2.0 units of credit);
 - (b) Mathematics (2.0 units of credit);
 - (c) Science (1.5 units of credit);
 - (d) Social Studies (1.5 units of credit);
 - (e) The Arts (1.0 units of credit):
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
 - (f) Physical Education (1.0 units of credit);
 - (g) Health Education (0.5 units of credit);
 - (h) Career and Technical Education, Life, and Careers (1.0 units of credit);
 - (i) Educational Technology (credit optional);
 - (j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics; and
- (4) science in grades 7 and 8.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

R277-700-6. High School Requirements (Effective for Students Graduating Through the 2009-2010 School Year).

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 15 Board-specified units of credit through course completion or through competency assessment consistent with R277-705.

C. Grades 9-12 Core Curriculum as specified:

- (1) Language Arts (3.0 units of credit);
- (2) Mathematics (2.0 units of credit):
 - (a) minimally, Elementary Algebra or Applied Mathematics I; and
 - (b) Geometry or Applied Mathematics II; or
 - (c) any Advanced Mathematics courses in sequence beyond (a) and (b);
 - (d) high school mathematics credit may not be earned for courses in sequence below (a).
- (3) Science (2.0 units of credit from two of the four science areas):
 - (a) Earth Systems Science (1.0 units of credit);
 - (b) Biological Science (1.0 units of credit);
 - (c) Chemistry (1.0 units of credit);
 - (d) Physics (1.0 units of credit).
- (4) Social Studies (2.5 units of credit):
 - (a) Geography for Life (0.5 units of credit);
 - (b) World Civilizations (0.5 units of credit);
 - (c) U.S. History (1.0 units of credit);
 - (d) U.S. Government and Citizenship (0.5 units of credit).
- (5) The Arts (1.5 units of credit from any of the following performance areas):
 - (a) Visual Arts;
 - (b) Music;
 - (c) Dance;
 - (d) Theatre;
- (6) Physical and Health Education (2.0 units of credit):
 - (a) Health (0.5 units of credit);
 - (b) Participation Skills (0.5 units of credit);
 - (c) Fitness for Life (0.5 units of credit);
 - (d) Individualized Lifetime Activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (7) Career and Technical Education (1.0 units of credit);
 - (a) Agriculture;
 - (b) Business;
 - (c) Family and Consumer Sciences;
 - (d) Health Science and Technology;
 - (e) Information Technology;
 - (f) Marketing;
 - (g) Technology and Engineering Education;
 - (h) Trade and Technical Education.
- (8) Educational Technology:
 - (a) Computer Technology (0.5 units of credit for the class by this specific name only); or
 - (b) successful completion of Board-approved competency examination (credit may be awarded at the discretion of the school or school district).
- (9) General Financial Literacy (0.5 units of credit).
- (10) Library Media Skills (integrated into the subject areas).
- (11) Board-approved CRT's shall be used to assess student mastery of the following subjects:
 - (a) reading;

- (b) language arts through grade 11;
- (c) mathematics as defined under R277-700-7C(2);
- (d) science as defined under R277-700-7C(3); and
- (e) effectiveness of written expression in grade 9.

D. Local boards shall require students to earn a minimum of 24 units of credit in grades 9-12 for high school graduation.

(1) If a local board requires students to register for more than 24 units in grades 9-12, one-third of those credits above 24 shall be in one or more of the academic areas of math, language arts, world languages, science, or social studies, as determined by the local board.

(2) Local boards may require students to earn credits for graduation that exceed minimum Board requirements.

E. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

R277-700-7. High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Beginning with the graduating class of 2011, students in grades 9-12 shall earn a minimum of 18 Board-specified units of credit through course completion or through competency assessment consistent with R277-705.

C. Grades 9-12 Core Curriculum, as specified:

(1) Language Arts (4.0 units of credit):

(a) Ninth grade level (1.0 unit of credit);

(b) Tenth grade level (1.0 unit of credit);

(c) Eleventh grade level (1.0 unit of credit); and

(d) Applied or advanced language arts credit (1.0 unit of credit) from the list of courses, determined by the local board and approved by USOE, using the following criteria and consistent with the student's SEOP:

(i) courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills; and

(ii) courses provide instruction that leads to student understanding of the nature and disposition of language arts; and

(iii) courses apply the fundamental concepts and skills of language arts; and

(iv) courses provide developmentally appropriate content; and

(v) courses develop skills in reading, writing, listening, speaking, and presentation;

(2) Mathematics (3.0 units of credit) met minimally through successful completion of three units of credit of mathematics including Elementary Algebra and Geometry; and mathematics in grades 9-12 selected from the Core courses or applied or supplemental courses from the list of courses determined by the local board and approved by USOE using the following criteria and consistent with the student's SEOP:

(i) courses are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills; and

- (ii) courses provide instruction that leads to student understanding of the nature and disposition of mathematics; and
 - (iii) courses apply the fundamental concepts and skills of mathematics; and
 - (iv) courses provide developmentally appropriate content; and
 - (v) courses include the five process skills of mathematics: problem solving, reasoning, communication, connections, and representation.
- (3) Science (3.0 units of credit):
- (a) at a minimum, two courses from the four science foundation areas:
 - (i) Earth Systems Science (1.0 units of credit);
 - (ii) Biological Science (1.0 units of credit);
 - (iii) Chemistry (1.0 units of credit);
 - (iv) Physics (1.0 units of credit); and
 - (b) one additional unit of credit from the foundation courses or the applied or advanced science list determined by the local board and approved by USOE using the following criteria and consistent with the student's SEOP:
 - (i) courses are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills; and
 - (ii) courses provide instruction that leads to student understanding of the nature and disposition of science; and
 - (iii) courses apply the fundamental concepts and skills of science; and
 - (iv) courses provide developmentally appropriate content; and
 - (v) courses include the areas of physical, natural, or applied sciences; and
 - (vi) courses develop students' skills in scientific inquiry.
- (4) Social Studies (2.5 units of credit):
- (a) Geography for Life (0.5 units of credit);
 - (b) World Civilizations (0.5 units of credit);
 - (c) U.S. History (1.0 units of credit);
 - (d) U.S. Government and Citizenship (0.5 units of credit).
- (5) The Arts (1.5 units of credit from any of the following performance areas):
- (a) Visual Arts;
 - (b) Music;
 - (c) Dance;
 - (d) Theatre;
- (6) Physical and Health Education (2.0 units of credit):
- (a) Health (0.5 units of credit);
 - (b) Participation Skills (0.5 units of credit);
 - (c) Fitness for Life (0.5 units of credit);
 - (d) Individualized Lifetime Activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (7) Career and Technical Education (1.0 units of credit):
- (a) Agriculture;
 - (b) Business;
 - (c) Family and Consumer Sciences;
 - (d) Health Science and Technology;

- (e) Information Technology;
- (f) Marketing;
- (g) Technology and Engineering Education;
- (h) Trade and Technical Education.
- (8) Educational Technology (0.5 units of credit):
 - (a) Computer Technology (0.5 units of credit for the class by this specific name only); or
 - (b) successful completion of Board-approved competency examination (credit may be awarded at the discretion of the school or school district).
- (9) General Financial Literacy (0.5 units of credit).
- (10) Library Media Skills (integrated into the subject areas).

D. Board-approved CRT's shall be used to assess student mastery of the following subjects:

- (1) reading;
- (2) language arts through grade 11;
- (3) mathematics as defined under R277-700-7C(2);
- (4) science as defined under R277-700-7C(3); and
- (5) effectiveness of written expression in grade 9.

E. Local boards shall require students to earn a minimum of 24 units of credit in grades 9-12 for high school graduation.

F. Local boards may require students to earn credits for graduation that exceed minimum Board requirements.

G. Elective courses offerings may be established and offered at the discretion of the local board.

H. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

I. The Board and USOE may review local boards' lists of approved courses for compliance with this rule.

J. Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

- (1) are consistent with the student's IEP or SEOP or both;
- (2) are maintained in the student's file and include the parent's/guardian's signature; and
- (3) maintain the integrity and rigor expected for high school graduation, as determined by the Board.

R277-700-8. Student Mastery and Assessment of Core Curriculum Standards and Objectives.

A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.

B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.

C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).

D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law unless specifically exempted consistent with R277-705-11.

H. Utah public school students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-1U unless specifically exempted consistent with R277-705-11.

I. School and school districts are ultimately responsible for and shall submit all required student assessments irrespective of allegations of intentional or unintentional violations of testing security or protocol.

Appendix 14

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming to initiate a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the “Summative Multi-State Assessment Resources for Teachers and Educational Researchers” (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

The signatory states shall be referred to as “Lead States” and hereby authorize Oregon to be the signatory for the Lead States in entering into MOUs with additional states that desire to participate under the same terms (Participating States). The terms of the MOU among the Lead States and between the Lead States and subsequent Participating States are set forth below.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.
2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.
3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
 - a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
 - b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
 - c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
 - d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
 - e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
 - f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
 - g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
 - h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.

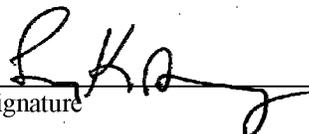
- i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
- j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

Page 1 of 2

- k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
- l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
- m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
- n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
- o. States in the Consortium will share common security protocols regarding test items.
- p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**Lead State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)**



Signature

January 5, 2010

Date

Larry K. Shumway, Ed.D.

Print Name

State Superintendent of Public Instruction

Title

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

MOSAIC

*Multiple Options for Student Assessment
and Instruction Consortium*

Memorandum of Understanding

This Non-Binding Memorandum of Understanding (“MOU”) is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and Utah. The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

IV. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

Task 1.1.1 COMMON CORE: The consortium states will adopt the Common Core Standards. **Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.**

Task 1.1.2 PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: The consortium states will develop and build professional development materials around the instructional integration of Common Core standards. **This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.**

Task 1.1.3 INSTRUCTIONAL SUPPORT SYSTEM: The consortium states will have access to a computerized system that will provide opportunities for districts to **load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.**

Task 1.1.4 STATE FLEXIBILITY: Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation. **(One level of required participation within a state might be to require the state’s persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)**

Task 1.1.5 REPORT DEVELOPMENT: Each state will contribute to the development of district, school, and student-level performance reports on the Common Core. **Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student’s performance.**

Task 1.1.6 BENCHMARK ASSESSMENT SYSTEM: Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing. **From this item bank, common diagnostic/benchmark tests will be developed across the “total package” consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an “early warning” system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to districts/schools within each state as defined by that state – varying levels of participation will require different cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).**

Task 1.1.7 PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION: Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results. **All materials will be disseminated across the collaborating states.**

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

- Level One: “Total Package” – **The state participates in all seven tasks with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.**
- Level Two: “Partner” – **The state contributes to the item bank (Tasks 1.1.1, 1.1.2, and 1.1.6) and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)**
- Level Three: “Associate” – **The state contributes to the item bank, (Task 1.1.6 only) and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.**

B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

- 1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from each State and the lead state(s) will maintain frequent communication to facilitate cooperation under this MOU.
- 3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**SEA Superintendent/- Participating State
Chief/Commissioner (or equivalent authorized signatory)**



Signature

January 5, 2010

Date

Larry K. Shumway, Ed.D.

Print Name

State Superintendent of Public Instruction

Title

Authorized Lead SEA Official - Lead State
By its signature below, the lead state(s) hereby accepts the SEA as a
Participating SEA in the Consortium

Official State Designee

Date

Print Name

Title

**Please email this signed page
by January 5, 2010 to**

lynette.russell@dpi.wi.gov and pat.roschewski@nebraska.gov
or fax to

(Fax) 608.266.8770 and (Fax) 402.471.4311

****PLEASE email this signed page only by January 5, 2010****

Appendix 16

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding (“MOU”) is entered into by and between the Balanced Assessment Consortium and Utah. The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development.

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century. Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) Teachers are involved in the development of curriculum and the development and scoring of assessments.

Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) Assessments are structured to continuously improve teaching and learning. Assessment *as, of,* and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.
- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.

- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to improve the quality of learning and schooling. Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems use multiple measures to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) New technologies enable greater assessment quality and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

State and Local Roles within a Consortium

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.
- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single

day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the “on-demand” examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students’ assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers’ understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students’ progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium’s work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.
- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students’ abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet

the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.

- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaureate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

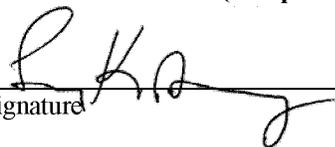
In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

- 4) Each participating SEA in the Consortium will appoint a key contact person.
- 5) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.
- 6) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**SEA Superintendent/- Participating State
Chief/Commissioner (or equivalent authorized signatory)**


Signature

January 5, 2010

Date

Larry K. Shumway, Ed.D.

State Superintendent of Public Instruction

Print Name

Title

Please email this signed page to

**Tammy Morrill
Tammy.Morrill@maine.gov**

****PLEASE email this signed page only by January 7, 2010****



January 15, 2010

Mr. Larry K. Shumway
Superintendent of Public Instruction
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114

BOARD OF DIRECTORS

CO-CHAIRS

Governor Phil Bredesen
State of Tennessee

Craig R. Barrett
Former CEO/Chairman of the Board
Intel Corporation

BOARD MEMBERS

Governor Jennifer Granholm
State of Michigan

Edward B. Rust, Jr.
Chairman & Chief Executive Officer
State Farm Insurance

Governor Donald L. Carcieri
State of Rhode Island

Mark B. Grier
Vice Chairman
Prudential Financial, Inc.

Jeff Wadsworth
President & Chief Executive Officer
Battelle

Governor Dave Heineman
State of Nebraska

Governor Deval Patrick
State of Massachusetts

CHAIR EMERITUS

Louis Gerstner, Jr.
Former Chairman & CEO
IBM Corporation

PRESIDENT

Michael Cohen

TREASURER

Peter Sayre
Controller
Prudential Financial, Inc.

Dear Superintendent Shumway:

Achieve is pleased to confirm Utah's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

Utah's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

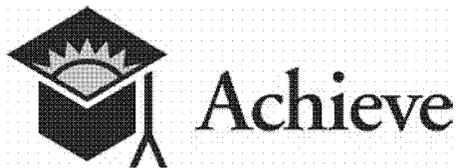
Sincerely,

(b)(6)

Michael Cohen
President

*States Committed to Assessment Partnership
(As of 10:00 am EST on January 15, 2010)*

- | | | |
|-------------------------|-------------------|--------------------|
| 1. Alabama | 10. Illinois | 19. New Mexico |
| 2. Arizona | 11. Indiana | 20. North Carolina |
| 3. Arkansas | 12. Kentucky | 21. Ohio |
| 4. California | 13. Louisiana | 22. Oklahoma |
| 5. Delaware | 14. Maryland | 23. Pennsylvania |
| 6. District of Columbia | 15. Massachusetts | 24. Rhode Island |
| 7. Florida | 16. Michigan | 25. Tennessee |
| 8. Georgia | 17. Minnesota | 26. Utah |
| 9. Hawaii | 18. New Hampshire | 27. Wisconsin |



Comparing Student Performance on Common College- and Career-Ready Standards Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

APPENDIX C - Current Status of Utah's Longitudinal Data System

SLDS Requirements	Current Status	Relative Outcomes/Improvements
Capabilities		
<p>1. The system must enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).</p>	<p>Completed: Utah is providing its P-12 statewide student ID to all postsecondary institutions that require a high school transcript.</p> <p>Under development: The Utah eTranscript and Record Exchange (UTREx), funded by Utah's 2007 SLDS grant, will allow for more transcript data and automation in this process.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	<p>Utah will be able to track student progress and outcomes from preschool into the workforce. A shared P-12, postsecondary, and workforce services longitudinal data system, the Utah Data Alliance Data Share (UDADS) will collect, store and make available individual data necessary to research and answer these and many other questions about the success of programs for students at all levels of their education and employment preparation. Primary matching across the data will be done by SSID (for P-12 to postsecondary) and SSN (for workforce to postsecondary). Since postsecondary generally has the K-12 SSID and the SSN, this will allow for indirect matching for P-12 to workforce data. In other instances, such as an individual going directly to the workforce after K-12, some type of attribute-probabilistic matching will be employed.</p>
<p>2. The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.</p>	<p>Under development: The current SLDS have been mapped to the SIF specification and SIF agents are being written for most supported SISs. This development is being supported by the 2007 SLDS grant. Data exchanged will meet SIF specification, fulfilling requirements for standard, format, definitions, and connectivity, and allow interagency and interstate data exchange.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	<p>The UDADS will be developed, populated and put into use. The K-12 SIF infrastructure will be improved. The UDADS will collect and import data from the partner agencies in the formats most appropriate for that data. P-12 data can be collected via SIF agents and postsecondary via PESC. Workforce services and armed forces data can be collected in various formats but via data specific XML schemas wherever possible. Once in the UDADS, partners will share the data as described in data dictionaries and data views. Data can be exported through various means including, but not limited to standard business intelligence and other formats such as Microsoft Excel and any number of the formats (e.g. SIF), mentioned above.</p>
<p>3. The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.</p>	<p>Completed. This work uses ongoing USOE/state funding. Since 2002, Utah has been able to match student participation in courses and assessments with responsible teachers through 1) a statewide teacher ID, 2) CACTUS (Comprehensive Administration of Credentials for Teachers in Utah Schools) and 3) USOE's student level Data Clearinghouse.</p>	<p>These will be included in the data USOE will provide to the UDADS and will be used for the answering of numerous policy, program and practice questions required by the SLDS and RttT grants and future questions.</p>
<p>4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.</p>	<p>Completed. This work has ongoing USOE/state funding. Since 2002 Utah maintained individual, comprehensive, longitudinal records of all its teachers including their preparation programs, training, preparation institutions and in-service work. Such data are regularly shared between USOE and the preparation institutions. All historical records are available for qualified educators (individual teachers, principals etc.) through a Web portal.</p>	<p>These data will be included in the USOE provisioning to the UDADS and will be used for the answering of numerous policy, program and practice questions required by the SLDS and RttT grants, as well as additional, yet to be identified questions.</p>
<p>5. The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders about the achievement of their students.</p>	<p>Completed: For all K-12 statewide assessments, the USOE publishes results at the school and LEA level for all to use. From the USOE data warehouse the USOE supplies each LEA with complete detailed records for each student's historical performance on all statewide assessments. At the LEA level, these results are matched with other student, teachers and data to be made available to educators and parents. The current USOE K-12 Data Warehouse also delivers aggregate performance data for anyone via Web-accessible files.</p> <p>Under development: Funded by the 2007 SLDS grant, additional work is being completed to automate the</p>	<p>Although Utah's longitudinal data system provides data to the LEA, school and classroom levels about student performance, the K-12 SLDS needs to collect and manage more comprehensive data about the settings, types and methods of instruction. This is needed to fulfill Utah's goal of continuous improvement of instruction. Better data about instruction will require significant modifications to local K-12 systems as well as the USOE statewide K-12 data warehouse. This outcome/improvement also complements Utah's Race to the Top (RttT) application that seeks to expand the use of data at the school and classroom levels. Utah's RttT application also includes plans for more comprehensive professional development at the school and classroom levels.</p>

APPENDIX C - Current Status of Utah's Longitudinal Data System

	<p>exchange of these data. In future years Utah's CBT system will deliver near real-time test results making use of pre-equated tests.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	
<p>6. The system must ensure the quality and integrity of data contained in the system.</p>	<p>Completed: The USOE continues to develop its data auditing capabilities. In May of 2009 the USOE hired two fulltime data auditor/analysts with 2007 grant funds. Built-in USOE Clearinghouse and assessment file edits and validation reports require the SEA and LEA to collaborate to make sure the clearinghouse and assessment data are accurate. In addition, the USOE sponsors semi-annual data conferences for all LEAs, conducts weekly data steward/data warehouse meetings for SEA staff and monthly data meetings for LEAs. The USOE also has a Data Governance and Policy Board made up of director level staff and above. See Element #5.</p> <p>Continued development: Both the 2007 and ARRA SLDS grants will help fund improvements in all auditing areas.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	<p>Databases and the processes surrounding those databases in the P-12 and postsecondary ranges will be designed to ensure data quality. Data integrity is an especially important component of data quality. Integrity will be enforced in the proposed data warehouse to be shared by K-12, postsecondary and workforce services, and there will be expanded audits at the LEA, SEA and postsecondary levels. Data merged from the various sources/providers (K-12, postsecondary, workforce) will need to adhere to strict security and matching rules.</p>
<p>7. The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the <i>EDFacts</i> data collection and reporting system.</p>	<p>Under development: Utah is currently using 2007 SLDS funds to automate at least some of its <i>EDFacts</i> data collection, maintenance and reporting. Recently, <i>EDFacts</i> disciplinary data elements have been mapped to SIF under the current 2007 SLDS grant, but their addition to the project after the initial contract was made, affected the contracted <i>UTREx-SIF</i> data exchange infrastructure, SISs, and USOE data warehouse. The 2009 ARRA SLDS grant funds will mitigate these shortcomings.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	<p>Although addressed in other section of this application, these include the elements and capability to track student from K-12 into postsecondary. With those data, one can determine the outcomes of students' postsecondary experiences and how well they were prepared for the postsecondary environment. Four areas of improvement related to SFSF requirements are 1) the ability to accurately determine which K-12 student entered postsecondary institutions 2) whether or not they finished a program, 3) how long they were enrolled and 4) if their K-12 preparation work prepared them for postsecondary work. Utah also needs to report on the performance evaluations of K-12 principals and teachers. In addition, Utah will use ARRA SLDS funds to continue to automate and improve the accuracy and timeliness of its <i>EDFacts</i> reporting, specifically in for disciplinary incident, delinquent and neglected data.</p>

Data Elements		
<p>1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)</p>	<p>Completed: In 2005 USOE implemented an SSID system, which <i>UTREx</i> will require for data exchange. Currently, SSID's are acquired via batch/manual processes.</p> <p>Under development: The <i>UTREx</i> system is currently under development with 2007 SLDS funds.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	<p>Work done under The AARA SLDS grant will improve the current SSID system by providing a real-time, integrated process for the retrieval of the SSID by the LEA's SIS.</p> <p>The assignment of SSIDs to the K-12 students will become more automated and integrated with student information systems.</p>
<p>2. Student-level enrollment, demographic, and program participation information</p>	<p>Completed: The USOE has been collecting these data at the SEA level for each student since 2002 in batch submissions throughout the school year. Likewise, these data have been available at the Utah System of Higher Education's (USHE) data warehouse for postsecondary students.</p> <p>Under development: These data will be passed (to SEA, between LEAs and to postsecondary) by the 2007 SLDS funded <i>UTREx</i> system.</p>	<p>These existing data from the P-12 and postsecondary institutions will be integrated into the UDADS along with workforce data. Such data can be made available to analysts and researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through the ARRA SLDS grant.</p>

APPENDIX C - Current Status of Utah's Longitudinal Data System

	All data elements have been identified and mapped to SIF.	Additional detailed elements (e.g. instructional settings, instructional methods, affective indicators) will also be added to the K-12 LEA and SEA data.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	<p>Completed: The USOE has been collecting these data at the SEA level for each student since 2002 in batch submissions throughout the school year. The USHE and the Utah College of Applied Technology (UCAT) have been collecting similar data about students in the Utah State System of Higher Education and postsecondary education.</p> <p>Under development: These K-12 data will be passed (to SEA, between LEAs and to postsecondary) by the 2007 SLDS funded UTREx system. All data elements have been identified and mapped to SIF at the K-12 level.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	These existing data from the P-12 and postsecondary will be integrated into the UDADS along with workforce data. Such data can be made available to analysts/researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through the ARRA SLDS grant.
4. The capacity to communicate with higher education data systems	<p>Completed: The K-12 SSID is included in all Utah K-12 transcripts. The admitting postsecondary institutions enter this ID into their SIS along with other high school data.</p> <p>Under development: Within the 2007 SLDS work eTranscripts are being created and electronically transmitted to the postsecondary for automated input into their SIS thus increasing the speed, accuracy and comprehensiveness of the data.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	With the UDADS's development, all data about a student from Utah's P-12 and postsecondary institutions will be matched and combined into a de-identified single set of records for each student. Work will also be done to integrate workforce data with postsecondary and K-12 data. Work also needs to be completed in order to include private postsecondary and possibly private K-12.
5. A State data audit system assessing data quality, validity, and reliability	<p>Completed: At the LEAs Utah has had independent auditors review and report on critical LEA data such as enrollment counts that affect state funding formulas.</p> <p>Under Development: With 2007 SLDS funds the USOE in April of 2009 hired two fulltime data auditors/analysts. They have been reviewing data policies and procedures at the SEA and in general what is done at the LEA to report raw data. Utah has also hired a new data quality manager. See Capability #6.</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	Although data quality audits are being done at the K-12 level, as those data become integrated with both postsecondary and workforce data additional auditing will be started to ensure the quality of those combined datasets and raw data collections at all levels.
6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	<p>Completed: Utah began collecting the necessary student level assessment and school data for computing AYP and U-PASS (Utah Performance Assessment System for Students) prior to 2002. Since that time the process, procedures and data quality have undergone continuous improvement.</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	Individual student proficiency and assessment records can now be combined with student (P-12 and postsecondary) and workforce data in UDADS. Such data can be made available to analysts/researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through the ARRA SLDS grant.
7. Information on students not tested, by grade and subject	<p>Completed: Utah began collecting these data prior to 2002. After 2002 they became very important for accurate computation of AYP and U-PASS</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	These data can now be combined/merged with data from USHE/UCAT and workforce services databases. Such data can be made available to analysts/researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through
8. A teacher identifier system with the ability to match teachers to students	<p>Completed: Utah has had this ability since the state funded such data projects beginning in 2002. Utah has been able to match student participation in courses and assessments with responsible teachers through 1) a statewide teacher ID, 2) CACTUS (Comprehensive</p>	Many data/information about individual teachers can now be combined with student (P-12 and postsecondary) and workforce data in UDADS. Such data can be made available to analysts/researchers to

APPENDIX C - Current Status of Utah's Longitudinal Data System

	<p>Administration of Credentials for Teachers in Utah Schools) and 3) Utah's student level data clearinghouse.</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	<p>answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through it.</p>
<p>9. Student-level transcript information, including information on courses completed and grades earned</p>	<p>Completed: With state funding, the USOE developed and fully deployed clearinghouse system in 2002 that collects all of these data for a K-12 longitudinal warehouse. These data are collected at all grade levels.</p> <p>Under development: Within the 2007 SLDS work eTranscripts are being created and electronically transmitted to the postsecondary institutions for input into their SIS thus increasing the speed, accuracy and comprehensiveness of that data.</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	<p>These data will now be combined/merged with data from postsecondary and workforce services databases and be made available to analysts/researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through the funds of the ARRA SLDS grant funds.</p>
<p>10. Student-level college readiness test scores</p>	<p>Completed: The USOE Data warehouse stores individual data about tests taken by some Utah high school students. These include the ACT, AP and the SAT (in aggregate by school).</p> <p>Under Development: The state of Utah is funding a pilot program to have every student take and record the score of the ACT, PLAN and Explore assessments. The plan is to have these become a battery of battery of college readiness predictors for all students.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	<p>All the current individual readiness scores currently available will be imported into the UDADS and matched/combined with other K-12, postsecondary and workforce data. In the future, this may include the new battery of readiness predictors.</p>
<p>11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework</p>	<p>Completed: The USOE and/or USHE/UCAT have done limited work on matching students across the K-12 and postsecondary ranges, but it has been somewhat unreliable due to incomplete and lower quality data. Much of the source data are self-reported by the students when they enroll in higher education and are not as complete as data from a longitudinal system in which K-12 and postsecondary would be directly exchanging data.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	<p><i>This is based on ARRA assurance C (11).</i> Most of these data (e.g. grades, scores, exit, transfer, dropout, completion) are included in the existing USOE and USHE/UCAT datasets but they have not be integrated into one common dataset. Other data such as college readiness scores, behavior indicators, and teacher information will be added to the K-12 system and the UDADS.</p>
<p>12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education</p>	<p>Completed: The K-12 USOE Data Warehouse currently has complete information about the courses taken by each student, the standardized assessment for the courses with the student's scores, and the teacher(s) of the class. The USHE and UCAT data warehouses have similar information about student courses and success/failure in postsecondary education. In addition, students in some LEAs take ACUPLACER to address their readiness for concurrent Enrollment classes.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	<p>Under the ARRA SLDS grant work these data will be matched student by student within the UDADS to allow for much more extensive and reliable analysis and research into the questions about alignment of curriculum and preparation for postsecondary education. In addition, the grant will allow for the definition, collection, management and use of more information about the instructional settings and methods.</p>

Appendix 19

53A-1-402. Board to establish minimum standards for public schools.

(1) The State Board of Education shall establish rules and minimum standards for the public schools that are consistent with this title, including rules and minimum standards governing the following:

(a) (i) the qualification and certification of educators and ancillary personnel who provide direct student services;

(ii) required school administrative and supervisory services; and

(iii) the evaluation of instructional personnel;

Appendix 20

R277-503-3. USOE Licensing Eligibility.

A. Traditional college/university license - A license applicant shall have completed an approved college/university teacher preparation program, been recommended for licensing, and shall have satisfied all other requirements for educator licensing required by law; or

B. Alternative Licensing Route

(1) A license applicant shall have a bachelors degree or higher from an accredited higher education institution in an area related to the position he seeks; and

(2) A license applicant shall have skills, talents or abilities, as evaluated by the employing entity, making the applicant appropriate for a licensed teaching position and eligible to participate in an ARL program.

(3) While beginning an alternative licensing program, an applicant shall be approved for employment under a letter of authorization for a maximum of one school year and may be employed under an ARL license for an additional two years. An ARL program may not exceed three school years. ARL candidates who receive ARL licensure status may be designated highly qualified under R277-520-1G.

C. All license applicants seeking a Level 1 Utah educator license or an area of concentration or an endorsement in an NCLB core academic subject area after March 3, 2007 shall submit passing score(s) on a rigorous Board- designated content test, where tests are available, prior to the issuance of a renewable license or endorsement.

(1) Early childhood (K-3) and elementary majors (1-8) are required to submit a passing score from a rigorous Board-designated content test.

(2) Secondary teachers are required to submit passing scores on a rigorous Board-designated content test(s), where test(s) are available, for each endorsement NCLB core academic area to be posted on the license.

(3) An applicant shall submit electronic or original documentation of USOE-designated passing score(s).

D. Any educator seeking a Utah Level 1 license who submits a score below the final Utah state passing score on the test designated in R277-503-3C shall be issued a nonrenewable conditional Level 1 license. If the educator fails to submit a passing score on a rigorous Board-designated content test during the three-year duration of the conditional Level 1 license, the educator's license or endorsement shall lapse on the educator's renewal date.

E. The credentials and documentation of experience of applicants for Level 2 and 3 professional educator licenses shall be evaluated by the USOE to determine the appropriate license level.

Appendix 21

R277-503-4. Licensing Routes.

Applicants who seek Utah licenses shall successfully complete accredited programs or legislatively mandated programs consistent with this rule.

A. Institution of higher education teacher preparation programs shall be:

(1) Nationally accredited by:

(a) NCATE; or

(b) TEAC; or

(2) Regionally accredited competency-based teacher preparation programs as provided under R277-503- 1N.

B. USOE Alternative Routes to Licensure (ARL)

(1) To be eligible to begin the ARL program, an applicant for an elementary or early childhood school position shall have a bachelors degree and at least 27 semester hours of applicable content courses distributed among elementary curriculum areas. Elementary curriculum areas are provided under R277-700-4. To proceed from temporary license status, an ARL applicant shall submit a score on the ETS Praxis II Elementary Education Content Knowledge Examination (0014) to be used as a diagnostic tool and as part of the development of a professional plan and the issuance of the ARL license.

(2) To be eligible to begin the ARL program, applicants for secondary school positions shall hold a degree major or major equivalent directly related to the assignment. To proceed from temporary license status an ARL license applicant shall submit a score on identified ETS Praxis II Applicable Content Knowledge test(s) where available to be used as a diagnostic tool and as part of the development of a professional plan and the issuance of the ARL license.

(3) Licensing by Agreement

(a) An individual employed by a school district shall satisfy the minimum requirements of R277-503-3 as a teacher with appropriate skills, training or ability for an identified licensed teaching position in the district.

(b) An applicant shall obtain an ARL application for licensing from the USOE or USOE web site.

(c) After evaluation of candidate transcript(s), and rigorous Board-designated content test score, the USOE ARL advisors and the candidate shall determine the specific content knowledge and pedagogical knowledge required of the license applicant to satisfy the requirements for licensing.

(d) The USOE ARL advisors may identify institution of higher education courses, district inservice classes, Board-approved training, or Board-approved competency tests to prepare or indicate content, content-specific, and developmentally-appropriate pedagogical knowledge required for licensing.

(e) An applicant who has been employed as a full-time instructional paraeducator may offer that experience in lieu of one or more pedagogy courses as follows:

(1) The applicant has had at least three years of paraeducator experience;

- (2) The applicant's experience has been successful based on documentation from the school/school district; and
- (3) The USOE has approved the applicant's experience in lieu of pedagogy course(s).
- (f) The employing school district shall assign a trained mentor to work with the applicant for licensing by agreement.
- (g) The school district shall supervise and assess the license applicant's classroom performance during a minimum one school year full-time employment experience. The district may request assistance from a institution of higher education or the USOE in the monitoring and assessment.
- (h) The school district shall assess the license applicant's disposition as a teacher following a minimum one school year full-time teaching experience. The district may request assistance in this assessment; and
- (i) The USOE ARL advisors shall annually review and evaluate the license applicant following training, assessments or course work, and the full-time teaching experience and evaluation by the school district.
- (j) Consistent with evidence and documentation received, the USOE ARL advisor may recommend the license applicant to the Board for a Level 1 educator license.
- (4) USOE Licensing by Competency
 - (a) A school district employs an individual as a teacher with appropriate skills, training or ability for an identified licensed teaching position in the district who satisfies the minimum requirements of R277-503-3.
 - (b) An employing school district, in consultation with the applicant and the USOE, shall identify Board-approved content knowledge and pedagogical knowledge examinations. The applicant shall pass designated examinations demonstrating the applicant's adequate preparation and readiness for licensing.
 - (c) The employing school district shall assign a trained mentor to work with the applicant for licensing by competency.
 - (d) The school district shall monitor and assess the license applicant's classroom performance during a minimum one-year full-time teaching experience.
 - (e) The school district shall assess the license applicant's disposition for teaching following a minimum one-year full-time teaching experience.
 - (f) The school district may request assistance in the monitoring or assessment of a license applicant's classroom performance or disposition for teaching.
 - (g) Following the one-year training period, the school district and USOE shall verify all aspects of preparation (content knowledge, pedagogical knowledge, classroom performance skills, and disposition for teaching) to the USOE.
 - (h) If all evidence/documentation is complete, the USOE shall recommend the applicant for a Level 1 educator license.
- (5) USOE ARL candidates under R277-503-4B(3) and (4) may teach under a letter of authorization for a maximum of one year. The letter of authorization shall expire after the first year on June 30 when the ARL candidate submits documentation of progress in the program, and the candidate shall be issued an ARL license.

(6) The ARL license may be extended annually for two subsequent school years with documentation of progress in the ARL program.

(7) Documentation shall include, specifically, a copy of the supervisor's successful end-of-year evaluation, copies of transcripts and test results or both showing completion of required coursework, verification of working with a trained mentor, and satisfaction of the full-time full year experience.

C. School district/charter school specific competency-based licenses:

(1) A local board/charter school board may apply to the Board for a school district/charter school specific license to fill a position in the school district/charter school. The application shall demonstrate that other licensing routes for the applicant are untenable or unreasonable.

(2) The employing school district/charter school shall request a school district/charter school specific license no later than 60 days after the date of the individual's first day of employment.

(3) The application for the school district/charter school specific license from the local board/charter school board for an individual to teach one or more core academic subjects shall provide documentation of:

(a) the individual's bachelors degree; and

(b) for a K-6 grade teacher, the satisfactory results of the rigorous state test including subject knowledge and teaching skills in the required core academic subjects under Section 53A-6-104.5(3)(ii) as approved by the Board; or

(c) for the teacher in grades 7-12, demonstration of a high level of competency in each of the core academic subjects in which the teacher teaches by completion of an academic major, a graduate degree, course work equivalent to an undergraduate academic major, advanced certification or credentialing, or results or scores of a rigorous state core academic subject test, similar to the test required under R277-503-3E, in each of the core academic subjects in which the teacher teaches.

(4) The application for the school district/charter school specific license from the local board/charter school board for non-core teachers in grades K-12 shall provide documentation of:

(a) a bachelors degree, associates degree or skill certification; and

(b) skills, talents or abilities specific to the teaching assignment, as determined by the local board/charter school board.

(5) Following receipt of documentation and consistent with Section 53A-6-104.5(2), the USOE shall approve a district/charter school specific competency-based license.

(6) If an individual with a district/charter school specific competency-based license leaves the district before the end of the employment period, the district shall notify the USOE Licensing Section regarding the end-of-employment date.

(7) The individual's district/charter school specific competency-based license shall be valid only in the district/charter school that originally requested the letter of authorization and for the individual originally employed under the letter of authorization or district/charter school specific competency-based license.

(8) The written copy of the district/charter school specific competency-based license shall prominently state the name of the school district/charter school followed by DISTRICT/CHARTER SCHOOL SPECIFIC COMPETENCY- BASED LICENSE.

(9) A school district/charter school may change the assignment of a school district/charter school specific competency-based license holder but notice to USOE shall be required and additional competency-based documentation may be required for the teacher to remain qualified or highly qualified.

(10) School district/charter school specific competency-based license holders are at-will employees consistent with Section 53A-8-106(5).

(11) If an individual holds a Utah license, the application shall be subject to additional USOE review based upon the following criteria:

(a) license level;

(b) current license status;

(c) area of concentration and endorsements on Utah license; and

(d) circumstances justifying the school district/charter school specific license.

(12) If the application is not approved based on a USOE review of the criteria provided in R277-503- 4C(11), appropriate licensure procedures shall be recommended to the requesting district/charter school. The applicant may be required to renew an expired license, apply for an endorsement, pass appropriate Board approved tests consistent with R277-503-3C, obtain an additional area of concentration, apply to Alternative Route to Licensure, or satisfy other reasonable standards.

APPENDIX 22

R277. Education, Administration.

R277-503. Licensing Routes.

R277-503-1. Definitions.

A. "Alternative Routes to Licensure (ARL) advisors" mean a USOE specialist with specific professional development and educator licensing expertise, and a USOE-designated curriculum specialist.

B. "Board" means the Utah State Board of Education.

C. "Competency-based" means a teacher training approach structured for an individual to master and demonstrate content and teaching skills and knowledge at the individual's own pace and sometimes in alternative settings.

D. "Educational Testing Service (ETS)" is a worldwide educational testing and measurement organization.

E. "Endorsement" means a qualification based on content area mastery obtained through a higher education major or minor or through a state-approved endorsement program.

F. "Letter of authorization" means a formal approval given to an individual such as an out-of-state candidate or a first year ARL candidate who is employed by a school district/charter school in a position requiring a professional educator license who has not completed the requirements for an ARL license or a Level 1, 2, or 3 license or who has not completed necessary endorsement requirements. A teacher working under a letter of authorization cannot be designated highly qualified under R277-520-1G.

G. "Level 1 license" means a Utah professional educator license issued upon completion of an approved preparation program or an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract, to applicants who have also met all ancillary requirements established by law or rule.

H. "Level 2 license" means a Utah professional educator license issued after satisfaction of all requirements for a Level 1 license and:

(1) requirements established by law or rule;

(2) three years of successful education experience within a five-year period; and

(3) satisfaction of requirements under R277-522 for teachers employed after January 1, 2003.

I. "Level 3 license" means a Utah professional educator license issued to an educator who holds a current Utah Level 2 license and has also received National Board Certification or a doctorate in education or in a field related to a content area in a unit of the public education system or an accredited private school.

J. "National Association of State Directors of Teacher Education and Certification (NASDTEC)" is an educator information clearinghouse that maintains an interstate reciprocity agreement and database for its members regarding educators whose licenses have been suspended or revoked.

K. "National Council for Accreditation of Teacher Education (NCATE)" is a nationally recognized organization which accredits the education units providing baccalaureate and

graduate degree programs for the preparation of teachers and other professional personnel for elementary and secondary schools.

L. "NCLB core academic subject" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

M. "Pedagogical knowledge" means practices and strategies of teaching, classroom management, preparation and planning that go beyond an educator's content knowledge of an academic discipline.

N. "Praxis II - Principles of Learning and Teaching" is a standards-based test provided by ETS and designed to assess a beginning teacher's pedagogical knowledge. This test is used by many states as part of their teacher licensing process. Colleges and universities may use this test as an exit exam from teacher education programs. All Utah Level 1 license holders employed or reemployed after January 1, 2003 shall pass this test prior to the issuance of a Level 2 professional educator license consistent with R277-522-1H(3).

O. "Regional accreditation" means formal approval of a school that has met standards considered to be essential for the operation of a quality school program by the following organizations:

- (1) Middle States Commission on Higher Education;
- (2) New England Association of Schools and Colleges;
- (3) North Central Association Commission on Accreditation and School Improvement;
- (4) Northwest Commission on Colleges and Universities;
- (5) Southern Association of Colleges and Schools; and
- (6) Western Association of Schools and colleges: Senior College Commission.

P. "Restricted endorsement" means a qualification based on content area knowledge obtained through a USOE-approved program of study or test and shall be available only to teachers in necessarily existent small school settings and teachers in youth in custody programs.

Q. "State-approved Endorsement Plan (SAEP)" means a plan in place developed between the USOE and a licensed educator to direct the completion of endorsement requirements by the educator.

R. "Teacher Education Accreditation Council (TEAC)" is a nationally recognized organization which provides accreditation of professional teacher education programs in institutions offering baccalaureate and graduate degrees for the preparation of K-12 teachers.

S. "USOE" means the Utah State Office of Education.

R277-503-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board, Section 53A-1-402(1)(a) which directs the Board to establish rules and minimum standards for the qualification and licensing of educators and ancillary personnel who provide direct student services, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to provide minimum eligibility requirements for applicants for teacher licenses and to provide explanation and criteria of various teacher licensing routes. The rule also provides criteria and procedures for licensed teachers to earn endorsements and

the requirement for all applicants for licenses to have and pass criminal background checks.

R277-503-3. USOE Licensing Eligibility.

A. Traditional college/university license - A license applicant shall have completed an approved college/university teacher preparation program, been recommended for licensing, and shall have satisfied all other requirements for educator licensing required by law; or

B. Alternative Licensing Route

(1) A license applicant shall have a bachelors degree or higher from an accredited higher education institution in an area related to the position he seeks; and

(2) A license applicant shall have skills, talents or abilities, as evaluated by the employing entity, making the applicant appropriate for a licensed teaching position and eligible to participate in an ARL program.

(3) While beginning an alternative licensing program, an applicant shall be approved for employment under a letter of authorization for a maximum of one school year and may be employed under an ARL license for an additional two years. An ARL program may not exceed three school years. ARL candidates who receive ARL licensure status may be designated highly qualified under R277-520-1G.

C. All license applicants seeking a Level 1 Utah educator license or an area of concentration or an endorsement in an NCLB core academic subject area after March 3, 2007 shall submit passing score(s) on a rigorous Board-designated content test, where tests are available, prior to the issuance of a renewable license or endorsement.

(1) Early childhood (K-3) and elementary majors (1-8) are required to submit a passing score from a rigorous Board-designated content test.

(2) Secondary teachers are required to submit passing scores on a rigorous Board-designated content test(s), where test(s) are available, for each endorsement NCLB core academic area to be posted on the license.

(3) An applicant shall submit electronic or original documentation of USOE-designated passing score(s).

D. Any educator seeking a Utah Level 1 license who submits a score below the final Utah state passing score on the test designated in R277-503-3C shall be issued a nonrenewable conditional Level 1 license. If the educator fails to submit a passing score on a rigorous Board-designated content test during the three-year duration of the conditional Level 1 license, the educator's license or endorsement shall lapse on the educator's renewal date.

E. The credentials and documentation of experience of applicants for Level 2 and 3 professional educator licenses shall be evaluated by the USOE to determine the appropriate license level.

R277-503-4. Licensing Routes.

Applicants who seek Utah licenses shall successfully complete accredited programs or legislatively mandated programs consistent with this rule.

A. Institution of higher education teacher preparation programs shall be:

(1) Nationally accredited by:

(a) NCATE; or

(b) TEAC; or
(2) Regionally accredited competency-based teacher preparation programs as provided under R277-503-1N.

B. USOE Alternative Routes to Licensure (ARL)

(1) To be eligible to begin the ARL program, an applicant for an elementary or early childhood school position shall have a bachelors degree and at least 27 semester hours of applicable content courses distributed among elementary curriculum areas. Elementary curriculum areas are provided under R277-700-4. To proceed from temporary license status, an ARL applicant shall submit a score on the ETS Praxis II Elementary Education Content Knowledge Examination (0014) to be used as a diagnostic tool and as part of the development of a professional plan and the issuance of the ARL license.

(2) To be eligible to begin the ARL program, applicants for secondary school positions shall hold a degree major or major equivalent directly related to the assignment. To proceed from temporary license status an ARL license applicant shall submit a score on identified ETS Praxis II Applicable Content Knowledge test(s) where available to be used as a diagnostic tool and as part of the development of a professional plan and the issuance of the ARL license.

(3) Licensing by Agreement

(a) An individual employed by a school district shall satisfy the minimum requirements of R277-503-3 as a teacher with appropriate skills, training or ability for an identified licensed teaching position in the district.

(b) An applicant shall obtain an ARL application for licensing from the USOE or USOE web site.

(c) After evaluation of candidate transcript(s), and rigorous Board-designated content test score, the USOE ARL advisors and the candidate shall determine the specific content knowledge and pedagogical knowledge required of the license applicant to satisfy the requirements for licensing.

(d) The USOE ARL advisors may identify institution of higher education courses, district inservice classes, Board-approved training, or Board-approved competency tests to prepare or indicate content, content-specific, and developmentally-appropriate pedagogical knowledge required for licensing.

(e) An applicant who has been employed as a full-time instructional paraeducator may offer that experience in lieu of one or more pedagogy courses as follows:

(1) The applicant has had at least three years of paraeducator experience;

(2) The applicant's experience has been successful based on documentation from the school/school district; and

(3) The USOE has approved the applicant's experience in lieu of pedagogy course(s).

(f) The employing school district shall assign a trained mentor to work with the applicant for licensing by agreement.

(g) The school district shall supervise and assess the license applicant's classroom performance during a minimum one school year full-time employment experience. The district may request assistance from a institution of higher education or the USOE in the monitoring and assessment.

(h) The school district shall assess the license applicant's disposition as a teacher

following a minimum one school year full-time teaching experience. The district may request assistance in this assessment; and

(i) The USOE ARL advisors shall annually review and evaluate the license applicant following training, assessments or course work, and the full-time teaching experience and evaluation by the school district.

(j) Consistent with evidence and documentation received, the USOE ARL advisor may recommend the license applicant to the Board for a Level 1 educator license.

(4) USOE Licensing by Competency

(a) A school district employs an individual as a teacher with appropriate skills, training or ability for an identified licensed teaching position in the district who satisfies the minimum requirements of R277-503-3.

(b) An employing school district, in consultation with the applicant and the USOE, shall identify Board-approved content knowledge and pedagogical knowledge examinations. The applicant shall pass designated examinations demonstrating the applicant's adequate preparation and readiness for licensing.

(c) The employing school district shall assign a trained mentor to work with the applicant for licensing by competency.

(d) The school district shall monitor and assess the license applicant's classroom performance during a minimum one-year full-time teaching experience.

(e) The school district shall assess the license applicant's disposition for teaching following a minimum one-year full-time teaching experience.

(f) The school district may request assistance in the monitoring or assessment of a license applicant's classroom performance or disposition for teaching.

(g) Following the one-year training period, the school district and USOE shall verify all aspects of preparation (content knowledge, pedagogical knowledge, classroom performance skills, and disposition for teaching) to the USOE.

(h) If all evidence/documentation is complete, the USOE shall recommend the applicant for a Level 1 educator license.

(5) USOE ARL candidates under R277-503-4B(3) and (4) may teach under a letter of authorization for a maximum of one year. The letter of authorization shall expire after the first year on June 30 when the ARL candidate submits documentation of progress in the program, and the candidate shall be issued an ARL license.

(6) The ARL license may be extended annually for two subsequent school years with documentation of progress in the ARL program.

(7) Documentation shall include, specifically, a copy of the supervisor's successful end-of-year evaluation, copies of transcripts and test results or both showing completion of required coursework, verification of working with a trained mentor, and satisfaction of the full-time full year experience.

C. School district/charter school specific competency-based licenses:

(1) A local board/charter school board may apply to the Board for a school district/charter school specific license to fill a position in the school district/charter school. The application shall demonstrate that other licensing routes for the applicant are untenable or unreasonable.

(2) The employing school district/charter school shall request a school district/charter school specific license no later than 60 days after the date of the individual's first day of employment.

(3) The application for the school district/charter school specific license from the local board/charter school board for an individual to teach one or more core academic subjects shall provide documentation of:

(a) the individual's bachelors degree; and

(b) for a K-6 grade teacher, the satisfactory results of the rigorous state test including subject knowledge and teaching skills in the required core academic subjects under Section 53A-6-104.5(3)(ii) as approved by the Board; or

(c) for the teacher in grades 7-12, demonstration of a high level of competency in each of the core academic subjects in which the teacher teaches by completion of an academic major, a graduate degree, course work equivalent to an undergraduate academic major, advanced certification or credentialing, or results or scores of a rigorous state core academic subject test, similar to the test required under R277-503-3E, in each of the core academic subjects in which the teacher teaches.

(4) The application for the school district/charter school specific license from the local board/charter school board for non-core teachers in grades K-12 shall provide documentation of:

(a) a bachelors degree, associates degree or skill certification; and

(b) skills, talents or abilities specific to the teaching assignment, as determined by the local board/charter school board.

(5) Following receipt of documentation and consistent with Section 53A-6-104.5(2), the USOE shall approve a district/charter school specific competency-based license.

(6) If an individual with a district/charter school specific competency-based license leaves the district before the end of the employment period, the district shall notify the USOE Licensing Section regarding the end-of-employment date.

(7) The individual's district/charter school specific competency-based license shall be valid only in the district/charter school that originally requested the letter of authorization and for the individual originally employed under the letter of authorization or district/charter school specific competency-based license.

(8) The written copy of the district/charter school specific competency-based license shall prominently state the name of the school district/charter school followed by DISTRICT/CHARTER SCHOOL SPECIFIC COMPETENCY-BASED LICENSE.

(9) A school district/charter school may change the assignment of a school district/charter school specific competency-based license holder but notice to USOE shall be required and additional competency-based documentation may be required for the teacher to remain qualified or highly qualified.

(10) School district/charter school specific competency-based license holders are at-will employees consistent with Section 53A-8-106(5).

(11) If an individual holds a Utah license, the application shall be subject to additional USOE review based upon the following criteria:

(a) license level;

- (b) current license status;
- (c) area of concentration and endorsements on Utah license; and
- (d) circumstances justifying the school district/charter school specific license.

(12) If the application is not approved based on a USOE review of the criteria provided in R277-503-4C(11), appropriate licensure procedures shall be recommended to the requesting district/charter school. The applicant may be required to renew an expired license, apply for an endorsement, pass appropriate Board approved tests consistent with R277-503-3C, obtain an additional area of concentration, apply to Alternative Route to Licensure, or satisfy other reasonable standards.

R277-503-4. Licensing Routes.

Applicants who seek Utah licenses shall successfully complete accredited programs or legislatively mandated programs consistent with this rule.

A. Institution of higher education teacher preparation programs shall be:

(1) Nationally accredited by:

(a) NCATE; or

(b) TEAC; or

(2) Regionally accredited competency-based teacher preparation programs as provided under R277-503-1N.

B. USOE Alternative Routes to Licensure (ARL)

(1) To be eligible to begin the ARL program, an applicant for an elementary or early childhood school position shall have a bachelors degree and at least 27 semester hours of applicable content courses distributed among elementary curriculum areas. Elementary curriculum areas are provided under R277-700-4. To proceed from temporary license status, an ARL applicant shall submit a score on the ETS Praxis II Elementary Education Content Knowledge Examination (0014) to be used as a diagnostic tool and as part of the development of a professional plan and the issuance of the ARL license.

(2) To be eligible to begin the ARL program, applicants for secondary school positions shall hold a degree major or major equivalent directly related to the assignment. To proceed from temporary license status an ARL license applicant shall submit a score on identified ETS Praxis II Applicable Content Knowledge test(s) where available to be used as a diagnostic tool and as part of the development of a professional plan and the issuance of the ARL license.

(3) Licensing by Agreement

(a) An individual employed by a school district shall satisfy the minimum requirements of R277-503-3 as a teacher with appropriate skills, training or ability for an identified licensed teaching position in the district.

(b) An applicant shall obtain an ARL application for licensing from the USOE or USOE web site.

(c) After evaluation of candidate transcript(s), and rigorous Board-designated content test score, the USOE ARL advisors and the candidate shall determine the specific content knowledge and pedagogical knowledge required of the license applicant to satisfy the requirements for licensing.

(d) The USOE ARL advisors may identify institution of higher education courses, district

inservice classes, Board-approved training, or Board-approved competency tests to prepare or indicate content, content-specific, and developmentally-appropriate pedagogical knowledge required for licensing.

(e) The employing school district shall assign a trained mentor to work with the applicant for licensing by agreement.

(f) The school district shall supervise and assess the license applicant's classroom performance during a minimum one school year full-time employment experience. The district may request assistance from a institution of higher education or the USOE in the monitoring and assessment.

(g) The school district shall assess the license applicant's disposition as a teacher following a minimum one school year full-time teaching experience. The district may request assistance in this assessment; and

(h) The USOE ARL advisors shall annually review and evaluate the license applicant following training, assessments or course work, and the full-time teaching experience and evaluation by the school district.

(i) Consistent with evidence and documentation received, the USOE ARL advisor may recommend the license applicant to the Board for a Level 1 educator license.

(4) USOE Licensing by Competency

(a) A school district employs an individual as a teacher with appropriate skills, training or ability for an identified licensed teaching position in the district who satisfies the minimum requirements of R277-503-3.

(b) An employing school district, in consultation with the applicant and the USOE, shall identify Board-approved content knowledge and pedagogical knowledge examinations. The applicant shall pass designated examinations demonstrating the applicant's adequate preparation and readiness for licensing.

(c) The employing school district shall assign a trained mentor to work with the applicant for licensing by competency.

(d) The school district shall monitor and assess the license applicant's classroom performance during a minimum one-year full-time teaching experience.

(e) The school district shall assess the license applicant's disposition for teaching following a minimum one-year full-time teaching experience.

(f) The school district may request assistance in the monitoring or assessment of a license applicant's classroom performance or disposition for teaching.

(g) Following the one-year training period, the school district and USOE shall verify all aspects of preparation (content knowledge, pedagogical knowledge, classroom performance skills, and disposition for teaching) to the USOE.

(h) If all evidence/documentation is complete, the USOE shall recommend the applicant for a Level 1 educator license.

(5) USOE ARL candidates under R277-503-4B(3) and (4) may teach under a letter of authorization for a maximum of one year. The letter of authorization shall expire after the first year on June 30 when the ARL candidate submits documentation of progress in the program, and the candidate shall be issued an ARL license.

(6) The ARL license may be extended annually for two subsequent school years with

documentation of progress in the ARL program.

(7) Documentation shall include, specifically, a copy of the supervisor's successful end-of-year evaluation, copies of transcripts and test results or both showing completion of required coursework, verification of working with a trained mentor, and satisfaction of the full-time full year experience.

C. School district/charter school specific competency-based licenses:

(1) A local board/charter school board may apply to the Board for a letter of authorization to fill a position in the district.

(2) The employing school district/charter school shall request a letter of authorization no later than 60 days after the date of the individual's first day of employment.

(3) The application for the letter of authorization from the local board/charter school board for an individual to teach one or more core academic subjects shall provide documentation of:

(a) the individual's bachelors degree; and

(b) for a K-6 grade teacher, the satisfactory results of the rigorous state test including subject knowledge and teaching skills in the required core academic subjects under Section 53A-6-104.5(3)(ii) as approved by the Board; or

(c) for the teacher in grades 7-12, demonstration of a high level of competency in each of the core academic subjects in which the teacher teaches by completion of an academic major, a graduate degree, course work equivalent to an undergraduate academic major, advanced certification or credentialing, or results or scores of a rigorous state core academic subject test, similar to the test required under R277-503-3E, in each of the core academic subjects in which the teacher teaches.

(4) The application for the letter of authorization from the local board/charter school board for non-core teachers in grades K-12 shall provide documentation of:

(a) a bachelors degree, associates degree or skill certification; and

(b) skills, talents or abilities specific to the teaching assignment, as determined by the local board/charter school board.

(5) Following receipt of documentation and consistent with Section 53A-6-104.5(2), the USOE shall approve a district/charter school specific competency-based license.

(6) If an individual with a district/charter school specific competency-based license leaves the district before the end of the employment period, the district shall notify the USOE Licensing Section regarding the end-of-employment date.

(7) The individual's district/charter school specific competency-based license shall be valid only in the district/charter school that originally requested the letter of authorization and for the individual originally employed under the letter of authorization or district/charter school specific competency-based license.

(8) The written copy of the district/charter school specific competency-based license shall prominently state the name of the school district/charter school followed by DISTRICT/CHARTER SCHOOL SPECIFIC COMPETENCY-BASED LICENSE.

(9) A school district/charter school may change the assignment of a school district/charter school specific competency-based license holder but notice to USOE shall be required and additional competency-based documentation may be required for the teacher to

remain qualified or highly qualified.

(10) School district/charter school specific competency-based license holders are at-will employees consistent with Section 53A-8-106(5).

R277-503-5. Endorsement Routes.

A. An applicant shall successfully complete one of the following for endorsement:

(1) a USOE-approved institution of higher education educator preparation program with endorsement(s); or

(2) assessment, approval and recommendation by a designated and subject-appropriate USOE specialist under a SAEP. The USOE shall be responsible for final recommendation and approval; or

(3) a USOE-approved Utah institution of higher education or Utah school district-sponsored endorsement program which includes content knowledge and content-specific pedagogical knowledge approved by the USOE. The university or school district shall be responsible for final review and recommendation. The USOE shall be responsible for final approval.

B. A restricted endorsement shall be available and limited to teachers in necessarily existent small schools as determined under R277-445, and teachers in youth in custody programs. Teacher qualifications shall include at least nine semester hours of USOE-approved university-level courses in each course taught by the teacher holding a restricted endorsement.

C. All provisions that directly affect the health and safety of students required for endorsements, such as prerequisites for drivers education teachers or coaches, shall apply to applicants seeking endorsements through all routes under this rule.

D. Prior to an individual taking courses, exams or seeking a recommendation in the ARL licensing program, the individual shall have school district/charter school and USOE authorization.

R277-503-6. Additional Provisions.

A. All programs or assessments used in applicant preparation shall meet national professional educator standards such as those developed by NCATE, TEAC or competency-based regional accreditation.

B. All educators licensed under this rule shall also:

(1) complete the background check required under Section 53A-6-401;

(2) satisfy the professional development requirements of R277-502; and

(3) be subject to all Utah licensing requirements and professional standards.

C. An applicant may satisfy the student teaching/clinical experience requirement for licensing through successful completion of either the licensing by agreement or by competency route.

KEY: teachers, alternative licensing

Date of Enactment or Last Substantive Amendment: June 23, 2009

Notice of Continuation March 29, 2007

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(a); 53A-1-401(3)

APPENDIX 23

53A-6-802. Paraeducator to Teacher Scholarship Program.

(1) The Paraeducator to Teacher Scholarship Program is created to award scholarships to paraeducators for education and training to become licensed teachers.

(2) The State Board of Education shall use money appropriated for the Paraeducator to Teacher Scholarship Program to award scholarships of up to \$5,000 to paraeducators employed by school districts and charter schools who are pursuing an associate's degree or bachelor's degree program to become a licensed teacher.

(3) A paraeducator is eligible to receive a scholarship if:

- (a) the paraeducator is employed by a school district or charter school;
- (b) is admitted to, or has made an application to, an associate's degree program or bachelor's degree program that will prepare the paraeducator for teacher licensure; and
- (c) the principal at the school where the paraeducator is employed has nominated the paraeducator for a scholarship.

(4) (a) The State Board of Education shall establish a committee to select scholarship recipients from nominations submitted by school principals.

(b) The committee shall include representatives of the State Board of Education, State Board of Regents, and the general public, excluding school district and charter school employees.

(c) (i) (A) A committee member who is not a government employee may not receive compensation or benefits for the member's service, but may receive per diem and expenses incurred in the performance of the member's official duties at the rates established by the Division of Finance under Sections 63A-3-106 and 63A-3-107.

(B) A member may decline to receive per diem and expenses for the member's service.

(ii) (A) A committee member who is a government employee member who does not receive salary, per diem, or expenses from the agency the member represents for the member's service may receive per diem and expenses incurred in the performance of the member's official duties at the rates established by the Division of Finance under Sections 63A-3-106 and 63A-3-107.

(B) A government employee member may decline to receive per diem and expenses for the member's service.

(d) The committee shall select scholarship recipients based on the following criteria:

- (i) test scores, grades, or other evidence demonstrating the applicant's ability to successfully complete a teacher education program; and
 - (ii) the applicant's record of success as a paraeducator.
- (5) The maximum scholarship amount is \$5,000.
- (6) Scholarship monies may only be used to pay for tuition costs:
- (a) of:
 - (i) an associate's degree program that fulfills credit requirements for the first two years of a bachelor's degree program leading to teacher licensure; or
 - (ii) the first two years of a bachelor's degree program leading to teacher licensure; and

(b) at a higher education institution:

(i) located in Utah; and

(ii) accredited by the Northwest Commission on Colleges and Universities.

(7) A scholarship recipient must be continuously employed as a paraeducator by a school district or charter school while pursuing a degree using scholarship monies.

(8) The State Board of Education shall make rules in accordance with this section and Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to administer the Paraeducator to Teacher Scholarship Program, including rules establishing:

(a) scholarship application procedures;

(b) the number of, and qualifications for, committee members who select scholarship recipients; and

(c) procedures for distributing scholarship monies.

Appendix 24

53A-6-110. Administrative/supervisory letters of authorization.

(1) A local school board may request, and the State Board of Education may grant, a letter of authorization permitting a person with outstanding professional qualifications to serve in any position that requires a person to hold an administrative/supervisory license or certificate, including principal, assistant principal, associate principal, vice principal, assistant superintendent, administrative assistant, director, specialist, or other district position.

(2) The State Board of Education may grant a letter of authorization permitting a person with outstanding professional qualifications to serve in any position at the State Office of Education that requires a person to hold an administrative/supervisory license or certificate.

Enacted by Chapter 315, 2003 General Session

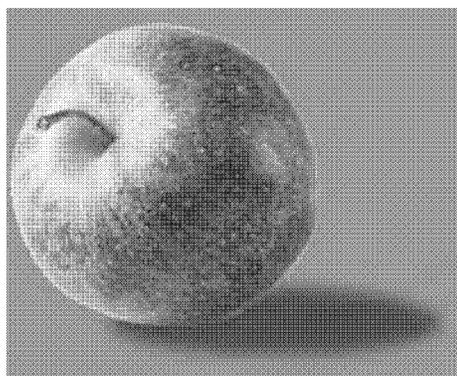
[Search all of Utah.gov »](#)[Search all of Utah.gov »](#)

Educator Licensing Online

Utah State Office of Education

Additional Information

- [Utah State Office of Education](#)
- [Educator Licensing](#)
- [Check your educator credential information](#)



Welcome to the Utah State Office of Education's Online License System

This system allows new and existing educators to renew their Utah educator license, register or renew a background check, apply for a student teacher license, and pay license fees for a duplicate license, university recommendation, or district recommendation for a level 2. To begin, please select from the following options:

[Background Check](#)

[Duplicate License](#)

[License Renewal](#)

[Expired License Renewal](#)

[Student Teacher/Intern License](#)

[University Recommendations](#)

[Upgrade to Level 2](#)

Translate Utah.gov

Copyright © 2010 State of Utah - All rights reserved.

[Utah.gov Home](#) | [Utah.gov Terms of Use](#) | [Utah.gov Privacy Policy](#) | [Utah.gov Accessibility Policy](#) |

Translate Utah.gov

Copyright © 2010 State of Utah - All rights reserved.

ALTERNATIVE ROUTES TO LICENSURE

Statistical Report

January 1, 2009- December 31, 2009

(Three-year Comparison)

Applications taken Jan - Dec 2006	527	Applications taken Jan - Dec 2007	663	Applications taken Jan - Dec 2008	989
Applicants hired from Jan - Dec 2006	229	Applicants hired from Jan - Dec 2007	313	Applicants hired from Jan - Dec 2008	452
Participants completing ARL program and licensed in 2006	108	Participants completing ARL program and licensed in 2007	160	Participants completing ARL program and licensed in 2008	151

**Past Year
(January-December 2009)**

Applications taken January through December 2009	1014
ARL hires from January through December 2009	275
ARL Participants licensed January through December 2009	227
ARL Participants dropped January through December 2009	101
ARL Participants (hired & teaching) 12/31/09	647
Passing rate for Praxis II Content Tests 12/31/09	93.4%
ARL participants working toward an Elementary Education License	224
ARL participants working toward an Early Childhood License (kindergarten teachers)	84
ARL participants working toward a Secondary Education License with an endorsement	339
Total ARL Participants on December 31, 2009	647

(On December 31, 2009)

Endorsement areas for current ARL secondary education participants:

Science	68
Biology/Integrated (42)	
Earth (11)	
Chemistry (6)	
Physics (5)	
Physical/Environmental (4)	

ARL Participants

Hired in:

Charter Schools	204
Granite District	75
Private/Parochial	69
Jordan District	59
Davis District	38
Ogden District	26

Mathematics	54	Alpine District	24
English	47	Weber District	20
Visual Art	42*	SLC District	19
History/Social Studies	32	Tooele District	14
History (20)		Uintah District	12
Other Social Studies (12)		Provo District	12
Foreign Language	24	Canyons District	11
Spanish (13)		Nebo District	10
French (3)		Cache District	7
Arabic (2)		Park City District	5
Chinese (2)		Box Elder District	5
ASL (1)		Iron District	5
Latin (1)		Grand District	4
Japanese (1)		San Juan District	4
German (1)		Duchesne District	3
Music	18*	Kane District	3
Physical Education	14	Murray District	3
		North Sanpete District	3
Business	14	Wasatch District	2
Health/Health Sciences	11	Carbon District	2
Dance	9		
Computer Science/Information Technology	9	Logan District	2
Family and Consumer Science	7	Sevier District	2
		South Sanpete District	1
Theatre	7	South Summit District	1
Engineering	5	Beaver District	1
Marketing	4	Wayne District	1
Multimedia	4		
		Total Participants as of December 31, 2009	647
Automotive	1		

(Some participants teach in more than one endorsement area)
 Total as of December 31, 2009 370

* Increase in number through Sorenson Fine Arts Grant

**(On December 31, 2009)
 (Summary Year 2009)**

Total number of individual participants in the program during 2009 (Current participants + those who completed and were licensed + those dropped)	975
Number of participants completing program and licensed from January 1 through December 31, 2009	(227)
Number of participants dropped from ARL program from January 1 through December 31, 2009	(101)
Number of participants in ARL program on December 31, 2009	647

(Summary Previous Year: 2008)

Total Number of individual participants in the program during 2008	940
Number of participants completing program and licensed from January 1 through December 31, 2008	(151)
Number of participants dropped from ARL program from January 1 through December 31, 2008	(79)
Total Number of participants in ARL program on December 31, 2008	710

(Demographics: On December 31, 2009)

Median Age of ARL Participants	35
Mean Age of ARL Participants	37
Youngest Participant	22
Oldest Participant	68
Male	204 (32%)
Female	441 (68%)

Applicants to Alternative Routes to Licensure are not required to declare ethnicity.
 Below is a breakdown of participants currently teaching through ARL who
 declared an ethnic background other than caucasian.
 (On December 31, 2009)

Female Asian	8
Female American Indian	4
Female Black	3
Female Hispanic	10
Female Pacific Islander	2

Male Asian	1
Male American Indian	1
Male Black	2
Male Hispanic	6
Male Pacific Islander	1

TEACHING FIELD INDEX OF CRITICALITY FOR UTAH T. H. BELL TEACHING INCENTIVE LOAN PROGRAM
By Mean Score

Criticality Scale: 4.0 - 4.9 Critical Shortage
 3.0 - 3.9 Moderate Shortage

2.0 - 2.9 Minimal Shortage
1.0 - 1.9 Oversupply

11/2009

Teaching Level/Fields	Means	Points
Humanities	1.8	00
Political Science	1.9	00
Social Studies Composite	2.0	05
Health	2.0	05
Journalism	2.1	05
Physical Education	2.1	05
Psychology	2.1	05
Sociology	2.1	05
Recreation	2.2	05
History	2.2	05
Geography	2.2	05
Family Life	2.2	05
Communications	2.3	05
Elementary (1-8)	2.3	05
Administrative/Supervisory	2.3	05
Economics	2.3	05
Anthropology	2.3	05
Driver and Safety Education	2.4	05
Art	2.4	05
Coaching	2.4	05
Music	2.4	05
Dance	2.4	05
Speech	2.4	05
Elementary (K-6)	2.5	05
Drama	2.5	05
Foreign Language: Spanish	2.5	05
Photography	2.5	05
Data Processing	2.6	05
Mathematics: Level 2	2.6	05
English	2.6	05
Reading	2.6	05
Marketing Education	2.7	05
Health Science (ATE)	2.7	05
ESL	2.7	05
Foreign Language: German	2.7	05
Family & Consumer Science	2.7	05
Business	2.7	05

Teaching Level/Field	Means	Points
Foreign Language: Japanese	2.8	05
Computer Science	2.8	05
School Counselor	2.8	05
Zoology	2.8	05
Botany	2.8	05
Native American Studies	2.8	05
Agriculture	2.9	05
Library Media	2.9	05
School Social Worker	2.9	05
Foreign Language: Russian	2.9	05
Geology	2.9	05
Trade, Technical & Industrial Ed.	2.9	05
Foreign Language: Sign Lang.	3.0	10
Information Technology	3.0	10
Foreign Language: Latin	3.0	10
Foreign Language: French	3.0	10
Mathematics: Level 3	3.0	10
Early Childhood	3.0	10
Technology Education	3.0	10
Biology	3.0	10
Physical Science	3.1	10
Earth Science	3.1	10
Gifted and Talented	3.1	10
Integrated Science	3.3	10
Mathematics: Level 4	3.3	10
Chemistry	3.3	10
Audiology	3.3	10
Physics	3.4	10
Bilingual	3.4	10
Foreign Language: Chinese	3.5	10
Preschool Special Education	3.6	10
School Psychologist	3.7	10
Speech Pathology	3.7	10
Special Education-Hearing Impaired	3.7	10
Special Education-Mild/Moderate	3.8	10
Special Education-Severe	3.9	10
Special Education-Visually Impaired	3.9	10

Public Education Job Enhancement Program

Report to the Legislative
Education Interim Committee
August 19, 2009



Executive Summary

Review of the Public Education Job Enhancement Program

The Public Education Job Enhancement Program (PEJEP) was created in the 2001 General Session (amended 2005, 2007). The purpose of the program is to attract, train and retain highly qualified secondary teachers in mathematics, science, information technology, and special education by providing signing bonuses and opportunities for advanced degrees.

Types of Awards

Opportunity Awards are signing bonuses used in hiring new teachers in qualifying subject areas. Awards are limited to \$10,000. Recipients must teach in the qualifying subject area four years.

Advancement Awards are scholarships for licensed teachers to obtain endorsements or advanced degrees in qualifying subject areas. The maximum award amount is \$20,000. Recipients must teach in a qualifying subject four years following completion of the endorsement or advanced degree.

Excellence Awards were determined in 2001 for educators teaching in qualifying subject areas. A total of 365 awards were given totaling \$1,753,300.00.

Program Funding

From 2001-2004 the PEJEP program was managed and data was maintained by the Governor's Office. During this four year period \$10,500,000 was appropriated and distributed according to statutory regulations. In 2005 Governor Olene Walker moved the program to the Utah State Office of Education. The data below reflects the appropriations and expenditures from that point forward.

EXPENDITURE BY PROGRAM 2005 – 2008

FY	Appropriation	Advancement Awards	Opportunity Awards	Administration
2004	Carryover from Governor's Office \$959,849			
2005	5,000,000	2,571,064	636,221	60,000
2006	2,500,000	3,184,542	1,098,022	60,000
2007	2,500,000	1,842,062	591,938	66,000
2008	2,500,000	1,939,999	490,001	70,000
2009	2,257,000			
Total	\$ 15,716,849	\$ 9,537,667	\$ 2,816,182	\$ 256,000

Teacher Training

Advanced awards are provided to ensure that teachers are increasing content knowledge and skills in delivery of the content. Recipients can earn endorsements to be highly qualified in the content area as well as earning an advanced degree.

Subject Areas	2005	2006	2007	2008
Instr. Technology	17	14	13	0
Math	25	40	32	15
Science	27	27	23	17
Special Education	110	150	135	103
Totals	179	231	203	135

Signing Bonuses

Signing bonuses are determined at the district/charter level for qualified educators filling math, science or special education positions. The majority of these teachers are new to the profession while others are transfer teachers from out of state.

Subject Areas	2005	2006	2007	2008
Instr. Technology	4	0	2	0
Math	42	67	22	20
Science	32	32	17	18
Special Education	91	120	74	57
Totals	169	219	115	95

Teacher Retention

One of the goals of the PEJEP program is to positively impact retention rates in math, science, IT and special education. The chart below illustrates retention rates for teachers who received awards for advanced degrees and signing bonuses from 2005-2008 for qualified positions. Retention rates for new teachers in Utah averages around 62% which is above the national average.

Award	Educator Recipients	Educators Still Teaching	Percent Retained
Advancement Award (Scholarship)	748	702	93.85%
Opportunity Award (Signing Bonus)	598	510	85.28%
Excellence Award*	365	303	83%
TOTAL	1,711	1,515	87%

* Excellence Awards were discontinued after 2002; emphasis was placed on Advancement and Opportunity

	2005-06					2006-07					2007-08					2008-09				
	IT	MATH	SCI	SP ED	TOTAL	IT	MATH	SCI	SP ED	TOTAL	IT	MATH	SCI	SP ED	TOTAL	IT	MATH	SCI	SP ED	TOTAL
Alpine		3	4	4	11		2		8	10					15				6	8
Beaver					0					0	1			1	2				1	1
Box Elder	1			2	3	1	1		3	5		1		5	6				1	1
Cache	1	4	4	6	15	2	1	3	3	9	1	1		1	3			1		1
Carbon					0				1	1					0				1	1
Daggett					0					0					0					0
Davis	3	1	1	27	32		3	5	18	26	4	10	2	12	28		1	4	16	21
Duchesne		1		1	2		1		1	2				1	1			1	2	3
Emery					0					0					0					0
Garfield					0					0					0					0
Grand					0		1			1	1			1	1				1	1
Granite	2	5	8	13	28	2	14	4	36	56	1	5	1	20	27		2	2	11	15
Iron					0		1		9	10				2	2				2	2
Jordan	3	1	2	7	13	1	4	6	11	22	2		5	14	21		1	4	15	20
Juab					0				1	1		3	1		4					0
Kane				2	2					0				3	3					0
Logan	5	4	1	1	11	4	5	3	9	21	1			2	3				1	1
Millard	1		1	1	3				1	1				1	1		1			1
Morgan					0					0					0					0
Murray				2	2					0		2	1	1	4				2	2
Nebo			1	6	7		1		6	7				8	8				8	8
No. Sanpete			1		1					0	1			2	3		1		2	3
No. Summit					0					0			1		1					0
Ogden	1			1	2	1	1		5	7	1			4	5				1	2
Park City				1	1					0		1			1		1			1
Piute				1	1					0		1			1					0
Provo					0				2	2				1	4				1	1
Rich					0					0					0					0
Salt Lake		2	0	4	6		1		6	7				6	6					0
San Juan					0		1			1					0				1	1
Sevier					0					0					0				2	2
So. Sanpete					0		1			1					0					0
So. Summit				1	1					0					0					0
Tintic					0					0					0					0
Tooele				6	6				7	7		3	4	6	13		1		4	5
Uintah				1	1					0					0				1	1
Wasatch				1	1		1		2	3		1		1	2		1			1
Washington		1	3	2	6			2	4	6			1	10	11			2	3	5
Wayne					0					0					0					0
Weber		2	1	17	20	3	1	3	10	17		1	2	19	22		1	2	16	19
WEDB					0				2	2					0				2	2
Charter	0	1	0	3	4			1	5	6		1	1	2	4		2	1	3	6
TOTALS	17	25	27	110	179	14	40	27	150	231	13	32	23	135	203	0	15	17	103	135

	2005-06					2006-07					2007-08					2008-09				
	IT	MATH	SCI	SP ED	TOTAL	IT	MATH	SCI	SP ED	TOTAL	IT	MATH	SCI	SP ED	TOTAL	IT	MATH	SCI	SP ED	TOTAL
Alpine		2	3	12	17	1	1		21	23				9	9				12	12
Beaver					0					0					0					0
Box Elder		1	2	3	6	2	3	6	6	11		2		1	3			2	1	3
Cache		2	4	4	10	1		6	7	7				5	5				5	5
Carbon					0			2	2	2					0					0
Daggett					0					0					0					0
Davis		3	2	14	19	14	3	10	10	27			1	10	11				10	10
Duchesne	1	1		2	4				1	1					0					0
Emery			1		1					0		1			1					0
Garfield			1		1					0		1		1	2					0
Grand					0					0					0					0
Granite			1	9	10	4			17	21		2	1	14	17		3	5	7	15
Iron					0	5				5		1			1					0
Jordan	2	13	6	21	42	14	6	17	17	37		1		5	6				7	7
Juab					0	1				1					0					0
Kane					0		2			2					0		1		1	2
Logan			1		1	1				1					0					0
Millard		1	1	1	3	1				1		1		1	2			1	1	2
Morgan		1		3	4	2				2				1	1					0
Murray					0		2			2				2	2		1	1	1	3
Nebo				6	6				11	11				6	6				2	2
No. Sanpete					0		1	1	1	2		1		1	2					0
No. Summit		1			1	1				1					0					0
Ogden					0		1			1			3	1	4		3		2	5
Park City					0					0				1	1					0
Plute		1			1					0					0					0
Provo				2	2	4	1	7	7	12		3	1		4		2			2
Rich	1	1	1	1	4	1				1					0				1	1
Salt Lake					0			1	1	1				3	3				3	3
San Juan				1	1					0		1	3		4			1		1
Sevier					0	1				1					0					0
So. Sanpete					0					0		1			1			2		2
So. Summit					0					0					0					0
Tintic					0					0					0					0
Tooele					0	1	6	9	9	16			3	1	4		1	1	2	4
Uintah					0	2				2		2		1	3					0
Wasatch		2		1	3	2		2	2	4					0		1	1		2
Washington		2	3	3	8	3	2	5	5	10		3		4	7		1	2	2	5
Wayne			3	1	4					0					0					0
Weber		9		4	13	4	2	3	3	9	1	1	3	4	9		3	1		4
SFDB					0					0					0					0
Charter		2	3	3	8	2	2	1	1	5	1	1	2	3	7		4	1		5
TOTALS	4	42	32	91	169	0	67	32	120	219	2	22	17	74	115	0	20	18	57	95

Public Education Job Enhancement Committee

Member List 2009-10

1. **John Sutherland - Chairman**
Brigham Young University
2. **Teresa Theurer**
Utah State Board of Regents (USBOR)
3. **Rosanita Cespedes Ph.D.**
Sorenson Multi-Cultural Center
Utah State Board of Regents (USBOR)
4. **Janet Cannon**
Utah State Board of Education (SBOE)
5. **David Crandall**
Utah State Board of Education (SBOE)
6. **Representative Ronda R. Menlove**
Special Education USU
7. **Rick Mandahl**
Public Specialist
8. **Rex J. Allen**
Realtime Learning Systems
Public Specialist
9. **Darl Lee Simmons, P.E.**
Public Specialist
10. **Tamara Bird**
Jordan School District
Math Specialist - Grades 4 thru 6
11. **Teacher Specialist** **To Be Filled**
12. **General Public Appointment** **To Be Filled**
13. **General Public Appointment** **To Be Filled**

**UTAH PROFESSIONAL TEACHER STANDARDS
CONTINUUM OF DEVELOPMENT**

STANDARD ONE Creating and maintaining a positive classroom environment that promotes student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
1a. Create a physical environment that supports a culture for learning and engages all students.	<ul style="list-style-type: none"> Addresses obvious safety and accessibility issues. Has a static classroom arrangement. 	<ul style="list-style-type: none"> Provides classroom environment that is safe and accessible for most students. Makes some adjustments to room arrangement to promote learning. 	<ul style="list-style-type: none"> Maintains a classroom environment that is safe and accessible for all students. Arranges and adjusts the classroom to promote individual and group learning. 	<ul style="list-style-type: none"> Promotes a safe and accessible student-centered classroom. Encourages students to promote individual learning through classroom arrangement. 	Classroom Observations Records on Student Behavior Periodic Questionnaires to Students Comments from Colleagues
1b. Implement classroom procedures to enhance student learning.	<ul style="list-style-type: none"> Develops a daily schedule, and establishes classroom procedures and routines. 	<ul style="list-style-type: none"> Encourages students to internalize classroom procedures and routines. 	<ul style="list-style-type: none"> Involves students in the development of classroom procedures and routines. 	<ul style="list-style-type: none"> Modifies procedures and routines to support students in becoming self-directed learners. 	
1c. Manage student behavior.	<ul style="list-style-type: none"> Articulates clear expectations for student behavior. Responds inconsistently to student behavior. 	<ul style="list-style-type: none"> Encourages student behavior that aligns with expectations. Intervenes when student behavior does not meet agreed-upon classroom standards. 	<ul style="list-style-type: none"> Establishes and consistently maintains expectations for behavior that reflect student developmental and personal needs. Responds to student behavior to encourage self-reflection, adjustment, and positive behavior. 	<ul style="list-style-type: none"> Supports students as they establish expectations and develop responsibility for their own behavior. Facilitates the classroom as students continue to monitor their own behavior. 	
1d. Establish a civic classroom based on caring, responsibility, and respect for diversity.	<ul style="list-style-type: none"> Builds caring, friendly rapport with most students. Understands the need for student responsibility. Recognizes some incidents of unfairness and disrespect. 	<ul style="list-style-type: none"> Begins building a caring classroom community. Uses some strategies to develop student responsibility. Models respectful relationships. 	<ul style="list-style-type: none"> Promotes a caring and friendly student community. Establishes a learning community based on student responsibility. Responds equitably to incidents of unfairness and disrespect. 	<ul style="list-style-type: none"> Fosters a caring classroom where students create a friendly learning community. Models and promotes a student-driven, responsible learning community, socially and academically. Empowers students to maintain a respectful learning community. 	

**UTAH PROFESSIONAL TEACHER STANDARDS
CONTINUUM OF DEVELOPMENT**

PERFORMANCE LEVEL					LINES OF EVIDENCE (Portfolio)
STANDARD ONE Creating and maintaining a positive classroom environment that promotes student learning	Teacher-Centered	←————→		————→ Student-Centered	
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
<p>1e. Use instructional time effectively to enhance student learning.</p>	<ul style="list-style-type: none"> • Uses pacing that reflects too much or too little time for learning activities, classroom business, and transitions. • Begins to develop smoother transitions. 	<ul style="list-style-type: none"> • Applies strategies to pace and adjust instruction. • Utilizes transitions as a routine to increase instructional time. 	<ul style="list-style-type: none"> • Paces instruction to review and reinforce student learning to ensure optimal student engagement. • Uses transitions to support engagement of all students. 	<ul style="list-style-type: none"> • Presents, adjusts, and facilitates daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. • Integrates classroom procedures and smooth transitions to enhance student learning. 	Classroom Observations Procedures Chart IEP or SEOP Records Records on Student Behavior

**UTAH PROFESSIONAL TEACHER STANDARDS
CONTINUUM OF DEVELOPMENT**

STANDARD TWO Planning curriculum and designing instruction to enhance student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	Teacher-Centered	←————→		————→ Student-Centered	
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
2a. Demonstrate knowledge of content.	<ul style="list-style-type: none"> Demonstrates basic content knowledge and identifies key concepts. 	<ul style="list-style-type: none"> Communicates meaningful content knowledge to students. 	<ul style="list-style-type: none"> Incorporates extensive knowledge to expand student understanding, using multiple perspectives. 	<ul style="list-style-type: none"> Presents comprehensive content knowledge and understanding of key concepts, focusing on multiple perspectives within and across subject areas. 	Classroom Observations Instructional Artifact Sheet Instructional Plan for a Unit or Single Lesson Examples of student work
2b. Demonstrate knowledge of age-appropriate pedagogy.	<ul style="list-style-type: none"> Demonstrates basic understanding of developmental instructional needs. 	<ul style="list-style-type: none"> Plans for adjustment of instruction-based student developmental skills, backgrounds, and prior knowledge. 	<ul style="list-style-type: none"> Incorporates knowledge of student development into planning daily instruction. 	<ul style="list-style-type: none"> Uses a variety of age-appropriate, research-based teaching strategies in planning curriculum. 	
2c. Design and articulate instruction aligned with Utah State Core Curriculum standards.	<ul style="list-style-type: none"> Uses Utah State Core Curriculum standards and district standards to plan instruction. 	<ul style="list-style-type: none"> Aligns instructional goals with Utah State Core Curriculum standards and district standards, and communicates these goals to students. 	<ul style="list-style-type: none"> Integrates the Utah State Core Curriculum standards and district standards into the curriculum, focusing on student learning outcomes. 	<ul style="list-style-type: none"> Utilizes Utah State Core Curriculum standards in designing instruction that is highly relevant and reflects best teaching practices across the curriculum. 	
2d. Select instructional goals based on student achievement data and knowledge of students.	<ul style="list-style-type: none"> Uses basic assessment materials from district and state-provided teacher resources. 	<ul style="list-style-type: none"> Develops some strategies to use assessment tools to guide and monitor instructional goals. 	<ul style="list-style-type: none"> Uses a variety of assessment tools to guide and monitor instructional goals. 	<ul style="list-style-type: none"> Involves students in analysis of a wide variety of assessments to set relevant instructional goals and plan for student misconceptions. 	
2e. Connect curriculum to student development and cultural background.	<ul style="list-style-type: none"> Connects minimally to student development and cultural background. 	<ul style="list-style-type: none"> Adjusts lessons plans occasionally, recognizing individual student skills, backgrounds, and learning styles. 	<ul style="list-style-type: none"> Incorporates student backgrounds and learning styles in planning differentiated instruction. 	<ul style="list-style-type: none"> Integrates cultural backgrounds and learning styles to facilitate student involvement in planning instruction and assessment. 	

**UTAH PROFESSIONAL TEACHER STANDARDS
CONTINUUM OF DEVELOPMENT**

STANDARD THREE Engaging and supporting all students in learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
3a. Communicate instruction clearly and accurately.	<ul style="list-style-type: none"> Gives directions and establishes procedures for instruction. 	<ul style="list-style-type: none"> Gives directions and establishes procedures with some clarification for instruction. 	<ul style="list-style-type: none"> Gives clear, detailed directions and establishes effective procedures for instruction, checking for student understanding. 	<ul style="list-style-type: none"> Gives explicit directions and establishes detailed procedures for instruction, anticipating student misunderstanding. 	Classroom Observation Instructional Artifact Sheet Videotape of class Examples of student work Instructional Plan for a Unit or Single Lesson
3b. Use research-based instructional strategies to enhance student learning of content.	<ul style="list-style-type: none"> Uses provided instructional strategies to deliver learning. 	<ul style="list-style-type: none"> Includes research-based instructional strategies for learning. 	<ul style="list-style-type: none"> Engages students in research-based instructional strategies and best practices that are appropriate to enhance learning. 	<ul style="list-style-type: none"> Involves students in research-based instructional strategies that engage students in collaboration and critical thinking to expand content understanding. 	
3c. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.	<ul style="list-style-type: none"> Recognizes individual differences in students. 	<ul style="list-style-type: none"> Accommodates differences in student needs for instruction. 	<ul style="list-style-type: none"> Incorporates student differences into instruction. 	<ul style="list-style-type: none"> Involves students in incorporating and building upon individual student strengths and differences. 	
3d. Reflect on teaching and learning.	<ul style="list-style-type: none"> Recognizes effective instruction. 	<ul style="list-style-type: none"> Uses reflection to recognize the effectiveness of instruction, and makes suggestions for improvement. 	<ul style="list-style-type: none"> Uses reflection to accurately assess and adjust instruction to improve student learning. 	<ul style="list-style-type: none"> Makes a thoughtful and accurate assessment of instruction through reflection, and draws on an extensive repertoire of skills to promote student success. 	
3e. Differentiate instruction to meet individual student learning needs.	<ul style="list-style-type: none"> Follows lesson plans strictly, and is aware of student differences. 	<ul style="list-style-type: none"> Adapts lessons to further engage students. 	<ul style="list-style-type: none"> Adjusts lessons based on student needs, questions, and interests using various strategies. 	<ul style="list-style-type: none"> Uses an extensive repertoire of strategies to meet individual student needs. 	

**UTAH PROFESSIONAL TEACHER STANDARDS
CONTINUUM OF DEVELOPMENT**

STANDARD THREE Engaging and supporting all students in learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
3f. Incorporate understanding of the diversity of the school community into student learning.	<ul style="list-style-type: none"> Acknowledges diversity of the school community. 	<ul style="list-style-type: none"> Connects the diversity of the school community to student learning. 	<ul style="list-style-type: none"> Integrates the diversity of the school community into student learning. 	<ul style="list-style-type: none"> Celebrates the diversity of the school community as an asset for student-driven learning. 	Classroom Observation Instructional Artifact Sheet Videotape of class Examples of student work Instructional Plan for a Unit or Single Lesson
3g. Integrate the Utah Life Skills document into student learning.	<ul style="list-style-type: none"> Has knowledge of the Utah Life Skills document. 	<ul style="list-style-type: none"> Presents ideas from the Utah Life Skills document in isolation. 	<ul style="list-style-type: none"> Integrates the Utah Life Skills document into student learning. 	<ul style="list-style-type: none"> Assists students in acquiring life skills. 	
3h. Engage families as partners in student learning.	<ul style="list-style-type: none"> Makes attempts to engage families in student learning. 	<ul style="list-style-type: none"> Involves families in student learning. 	<ul style="list-style-type: none"> Promotes and encourages family involvement in student learning. 	<ul style="list-style-type: none"> Utilizes student leadership in connecting families to student learning. 	

**UTAH PROFESSIONAL TEACHER STANDARDS
CONTINUUM OF DEVELOPMENT**

STANDARD FOUR Assessing and evaluating student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
4a. Assess learning goals based on Utah State Core Curriculum standards.	<ul style="list-style-type: none"> Demonstrates limited connections with the Utah State Core Curriculum standards when assessing student learning. 	<ul style="list-style-type: none"> Begins to develop and utilize assessments that are consistent with Utah State Core Curriculum standards and student learning. 	<ul style="list-style-type: none"> Demonstrates Utah State Core Curriculum standards on a consistent basis when assessing students. 	<ul style="list-style-type: none"> Aligns assessments based on Utah State Core Curriculum standards with instructional goals both in content and process. 	<p align="center"> <small> Examples of student work Analysis of Student work Classroom Observation Achievement Data Assessment Plan for a Single Lesson or Unit Visitations of classroom </small> </p>
4b. Use multiple sources of formal and informal assessment to verify student learning.	<ul style="list-style-type: none"> Uses limited formal and informal assessments to evaluate student learning. 	<ul style="list-style-type: none"> Implements regular use of formal and informal assessments that lack variety. 	<ul style="list-style-type: none"> Employs a variety of formal and informal assessments, and utilizes scoring rubrics to assist students in improving their performances. 	<ul style="list-style-type: none"> Embeds a wide range of assessments in instruction, including student self-assessment, and evaluates assessment tools for bias and sensitivity. 	
4c. Maintain accurate records of student progress.	<ul style="list-style-type: none"> Maintains information on student progress in a limited and marginally effective way. 	<ul style="list-style-type: none"> Maintains information on student progress in an effective manner, with some inconsistencies. 	<ul style="list-style-type: none"> Maintains information on student progress in an effective and accurate manner. 	<ul style="list-style-type: none"> Maintains and effectively uses accurate information that includes student input. 	
4d. Use student achievement data to inform instruction.	<ul style="list-style-type: none"> Uses limited student achievement data to inform instruction. 	<ul style="list-style-type: none"> Develops the knowledge and skill of using student achievement data to inform instruction. 	<ul style="list-style-type: none"> Reflects on student achievement data regularly to inform instruction and to diagnose learning needs and remedial strategies. 	<ul style="list-style-type: none"> Disaggregates student achievement data and student work to inform instruction to meet the needs of all students. 	
4e. Communicate feedback on progress to students and parents/guardians.	<ul style="list-style-type: none"> Provides accurate but general feedback to students. Provides minimal feedback on student progress to parents/guardians. 	<ul style="list-style-type: none"> Gives students accurate feedback and specific examples of their strengths and weaknesses. Communicates with parents/guardians on student progress frequently and consistently. 	<ul style="list-style-type: none"> Provides appropriate and accurate information to students in a relevant and timely manner from a variety of sources. Communicates regularly with parents/guardians, and provides specific examples of student strengths and weaknesses. 	<ul style="list-style-type: none"> Collaborates with students to develop their own achievement plans based on multiple sources of feedback. Communicates regularly with parents/guardian, and collaborates on developing improvement plans based on student achievement. 	

**UTAH PROFESSIONAL TEACHER STANDARDS
CONTINUUM OF DEVELOPMENT**

STANDARD FIVE Demonstrating professionalism to support student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	LEVEL 1		LEVEL 2		
	BASIC	EMERGING	PROFICIENT	MASTER	
5a. Understand and act consistently with education laws.	<p>ALL TEACHERS MUST MEET STANDARD.</p> <p>Utah Administrative Rule 686-103. Professional Practices and Conduct for Utah Educators</p> <ul style="list-style-type: none"> • Understands and adheres to federal and state laws, State Board of Education Administrative rules, local board policies, and supervisory directives. • Exercises good judgment and prudence in the educator's personal life to avoid the impairment of the educator's professional effectiveness. • Respects the cultural values and standards of the school community. 				Communication Log Professional Learning Records Reflective Journal/Portfolio Teacher Evaluations Community (Parent) Surveys Transcripts
5b. Demonstrate moral and ethical conduct as educators and role models for young people.	<p>ALL TEACHERS MUST MEET STANDARD.</p> <p>Utah Administrative Rule 686-103. Professional Practices and Conduct for Utah Educators, including but not limited to the following:</p> <ul style="list-style-type: none"> -Does not participate in criminal activity. -Does not participate in inappropriate sexual conduct. -Does not use school/district computers inconsistently with state law or district/school policies. -Follows appropriate instruction and protocols for standardized testing. -Does not harass students or colleagues. -Maintains student confidentiality. -Actively includes students in education programs without regard to race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social or cultural background, or sexual orientation. -Supervises students appropriately and consistently at school or school events according to district/school policy. -Maintains appropriate student-teacher relationships and boundaries with all students at all times, including not participating in personal or intimate relationships with students. -Maintains school-related financial records and accounts with accuracy and integrity, and consistently with school/district policy. -Does not exploit professional position for personal or financial gain. 				
5c. Maintain professional demeanor and appearance.	<ul style="list-style-type: none"> • Follows school/district policy or supervisory directives on appropriate dress. • Models professional appearance appropriate to the educational activity. • Demonstrates positive behavior and good will within the school community. 				

**UTAH PROFESSIONAL TEACHER STANDARDS
CONTINUUM OF DEVELOPMENT**

STANDARD FIVE Demonstrating professionalism to support student learning	PERFORMANCE LEVEL				LINES OF EVIDENCE (Portfolio)
	Teacher-Centered	←————→		————→ Student-Centered	
	LEVEL 1		LEVEL 2		
BASIC	EMERGING	PROFICIENT	MASTER		
5d. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.	<ul style="list-style-type: none"> Has few professional goals and reflects only on a few elements of teaching. Attends required professional development activities. 	<ul style="list-style-type: none"> Uses teacher standards and reflection to develop a professional plan. Accepts opportunities to grow professionally. 	<ul style="list-style-type: none"> Uses teacher standards and reflection to develop a professional vision. Seeks opportunities for professional learning and growth. 	<ul style="list-style-type: none"> Communicates a professional vision, engaging in action research, problem solving, and reflection. Collaborates with others in professional development for the purpose of improving student learning 	Communication Log Professional Learning Records Reflective Journal/Portfolio Teacher Evaluations Community (Parent) Surveys Transcripts
5e. Contribute to the educational community, and demonstrate professional leadership.	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues. Participates in school/district assignments, events, and projects as required. 	<ul style="list-style-type: none"> Supports and cooperates with colleagues in fulfilling the duties that the school requires. Volunteers to participate in school/district assignments, events, and projects. 	<ul style="list-style-type: none"> Supports and builds collaborative relationships with colleagues to improve student learning. Actively engages in making a substantial contribution to school/district assignments. 	<ul style="list-style-type: none"> Engages in professional dialogue with colleagues to inform instruction, and takes initiative in shared leadership within the school community. Assumes a leadership role in school/district assignments, including mentoring new educators 	
5f. Act as an advocate for students, consistent with professional standards and with respect for parents and families.	<ul style="list-style-type: none"> Develops an awareness of student needs. Begins to speak on behalf of students. 	<ul style="list-style-type: none"> Incorporates strategies that serve student needs. Speaks on behalf of students as needs arise. 	<ul style="list-style-type: none"> Works within the context of a particular team or department to ensure that all students receive opportunities to succeed. Shows concern for needs of students, and seeks resources to meet these needs. 	<ul style="list-style-type: none"> Makes considerable effort to ensure that all students, particularly those traditionally underserved, are well served, and challenges unfair processes and negative attitudes. Becomes a strong voice for the education of students in the community and the state, and initiates opportunities for student advocacy. 	

EDUCATOR EVALUATION AMENDMENTS

2009 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ronda Rudd Menlove

Senate Sponsor: _____

LONG TITLE

General Description:

This bill modifies requirements for educator evaluations.

Highlighted Provisions:

This bill:

▶ requires a local school board to:

- develop an educator evaluation program consistent with criteria specified by the

State Board of Education in rules;

- support, monitor, and maintain the educator evaluation program; and

- provide ongoing evaluation of career educators;

▶ requires the principal or immediate supervisor of a provisional educator to assign a person who has received training in mentoring educators to mentor the provisional educator;

▶ requires the State Board of Education to make rules specifying criteria for an educator evaluation system adopted by a local school board; and

▶ makes technical changes.

Monies Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

H.B. 264



28 AMENDS:

29 53A-10-101, as last amended by Laws of Utah 2001, Chapter 86

30 53A-10-102, as last amended by Laws of Utah 1990, Chapter 78

31 53A-10-103, as last amended by Laws of Utah 2003, Chapter 315

32 53A-10-107, as last amended by Laws of Utah 1990, Chapter 78

33 53A-10-108, as last amended by Laws of Utah 2001, Chapter 86

34 ENACTS:

35 53A-10-102.5, Utah Code Annotated 1953

36 53A-10-106.5, Utah Code Annotated 1953

37 53A-10-112, Utah Code Annotated 1953

38 REPEALS AND REENACTS:

39 53A-10-106, as last amended by Laws of Utah 1990, Chapter 78

40 REPEALS:

41 53A-10-104, as enacted by Laws of Utah 1988, Chapter 2

42 53A-10-109, as enacted by Laws of Utah 1988, Chapter 2

43 53A-10-110, as last amended by Laws of Utah 1990, Chapter 78

44 53A-10-111, as last amended by Laws of Utah 2001, Chapter 86



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

47 Section 1. Section 53A-10-101 is amended to read:

48 **53A-10-101. Legislative findings.**

49 (1) The Legislature recognizes that the quality of public education can be improved and
50 enhanced by providing for systematic, fair, and competent evaluation of public educators and
51 remediation of those whose performance is inadequate.

52 (2) In accordance with Subsections 53A-1a-104(7) and 53A-6-102(2)(a) and (b), the
53 desired purposes of evaluation are to:

54 (a) allow the educator and the school district to promote the professional growth of the
55 ~~[teacher, to identify and encourage teaching strategies which contribute to student progress, to~~
56 ~~identify teachers according to their abilities, and to improve the education system.]~~ educator;
57 and

58 (b) identify and encourage quality instruction in order to improve student achievement.

59 Section 2. Section **53A-10-102** is amended to read:

60 **53A-10-102. Definitions.**

61 As used in this chapter:

62 (1) "Career educator" means a [~~certified~~] licensed employee entitled to rely upon
63 continued employment under the policies of a local school board.

64 (2) "Educator" means [~~any~~] an individual[~~, except the superintendent,~~] employed by a
65 school district who is required to hold a professional [~~certificate~~] license issued by the State
66 Board of Education[~~. Educator does not include individuals who work less~~], except:

67 (a) a superintendent; or

68 (b) an individual who:

69 (i) works fewer than three hours per day; or [~~who are~~]

70 (ii) is hired for less than half of a school year.

71 (3) "Probationary educator" means [~~any~~] an educator employed by a school district
72 who, under local school board policy, has been advised by the district that [~~his~~] the educator's
73 performance is inadequate.

74 (4) "Provisional educator" means [~~any~~] an educator employed by a school district who
75 has not achieved status as a career educator within the school district.

76 Section 3. Section **53A-10-102.5** is enacted to read:

77 **53A-10-102.5. Local school board's responsibilities for an educator evaluation**
78 **program.**

79 A local school board shall:

80 (1) develop an educator evaluation program in accordance with this chapter and
81 support, monitor, and maintain the program; and

82 (2) provide for:

83 (a) the evaluation of provisional and probationary educators at least twice each school
84 year;

85 (b) the ongoing evaluation of all career educators; and

86 (c) an orientation on the educator evaluation program.

87 Section 4. Section **53A-10-103** is amended to read:

88 **53A-10-103. Establishment of educator evaluation program -- Joint committee.**

89 (1) Each local school board, consistent with criteria specified in rules of the State

90 Board of Education, shall develop an evaluation program in consultation with its educators
91 through appointment of a joint committee.

92 (2) The joint committee shall [~~be comprised~~] consist of an equal number of classroom
93 teachers, parents, and administrators appointed by the local school board.

94 (3) A local school board may appoint members of the joint committee from a list of
95 nominees:

- 96 (a) voted on by classroom teachers in a nomination election;
- 97 (b) voted on by the administrators in a nomination election; and
- 98 (c) of parents submitted by school community councils within the district.

99 (4) The evaluation program developed by the joint committee must comply with the
100 requirements of [~~Section 53A-10-106~~] this chapter.

101 Section 5. Section **53A-10-106** is repealed and reenacted to read:

102 **53A-10-106. Components of educator evaluation program.**

103 An educator evaluation program adopted by a local school board in consultation with a
104 committee shall include the following components:

- 105 (1) a reliable and valid evaluation program consistent with generally accepted
106 professional standards for personnel evaluation systems;
- 107 (2) systematic evaluation procedures for both provisional and career educators;
- 108 (3) the use of multiple lines of evidence, such as:
 - 109 (a) self-evaluation;
 - 110 (b) student and parent input;
 - 111 (c) peer observation;
 - 112 (d) supervisor observations;
 - 113 (e) evidence of professional growth;
 - 114 (f) student achievement data; and
 - 115 (g) other indicators of instructional improvement;
- 116 (4) a reasonable number of observation periods for an evaluation to insure adequate
117 reliability; and
- 118 (5) administration of an educator's evaluation by:
 - 119 (a) the principal;
 - 120 (b) the principal's designee;

- 121 (c) the educator's immediate supervisor; or
 122 (d) another person specified in the evaluation program.

123 Section 6. Section **53A-10-106.5** is enacted to read:

124 **53A-10-106.5. Evaluation timelines.**

125 (1) The person responsible for administering an educator's evaluation shall:

126 (a) at least 15 days before an educator's first evaluation:

127 (i) notify the educator of the evaluation process; and

128 (ii) give the educator a copy of the evaluation instrument, if an instrument is used;

129 (b) (i) allow the educator to make a written response to any part of the evaluation; and

130 (ii) attach the educator's response to the evaluation;

131 (c) within 15 days after the evaluation process is completed, discuss the written

132 evaluation with the educator; and

133 (d) following any revision of the written evaluation made after the discussion:

134 (i) file the evaluation and any related reports or documents in the educator's personnel

135 file; and

136 (ii) give a copy of the written evaluation and attachments to the educator.

137 (2) An educator who is not satisfied with an evaluation may request a review of the

138 evaluation within 30 days after receiving the written evaluation.

139 (3) If a review is requested, the school district superintendent or the superintendent's

140 designee shall appoint a person not employed by the school district who has expertise in

141 teacher or personnel evaluation to review and make recommendations to the superintendent

142 regarding the teacher's evaluation.

143 (4) Nothing in this section prevents the educator and the superintendent or

144 superintendent's designee from agreeing to another method of review.

145 Section 7. Section **53A-10-107** is amended to read:

146 **53A-10-107. Deficiencies -- Remediation.**

147 (1) [Am] The person responsible for administering an educator's evaluation shall give

148 an educator whose performance is inadequate or in need of improvement [shall be provided

149 with] a written document clearly identifying:

150 (a) deficiencies[;];

151 (b) the available resources for improvement[;]; and

152 (c) a recommended course of action that will improve the educator's performance.

153 (2) The district shall provide the educator with reasonable assistance to improve
154 performance.

155 (3) An educator is responsible for improving performance by using the resources
156 identified by the school district and demonstrating acceptable levels of improvement in the
157 designated areas of deficiencies.

158 (4) (a) The person responsible for administering the evaluation of an educator whose
159 performance has been determined to be inadequate or in need of improvement shall complete
160 written evaluations and recommendations regarding the educator at least 60 days before the end
161 of the educator's contract school year.

162 (b) The final evaluation shall include only data previously considered and discussed
163 with the educator as required by Section 53A-10-106.5.

164 Section 8. Section **53A-10-108** is amended to read:

165 **53A-10-108. Mentor for provisional educator.**

166 (1) In accordance with Subsections 53A-1a-104(7) and 53A-6-102(2)(a) and (b), the
167 principal or immediate supervisor of a provisional educator shall assign a person who has
168 received training in mentoring educators as a mentor to the provisional educator.

169 (2) Where possible, the mentor shall be a career educator who performs substantially
170 the same duties as the provisional educator and has at least three years of educational
171 experience.

172 (3) The mentor shall assist the provisional educator to become effective and competent
173 in the teaching profession and school system, but may not serve as an evaluator of the
174 provisional educator.

175 (4) An educator who is assigned as a mentor may receive compensation for those
176 services in addition to the educator's regular salary.

177 Section 9. Section **53A-10-112** is enacted to read:

178 **53A-10-112. State Board of Education to make rules specifying criteria for an**
179 **educator evaluation program.**

180 The State Board of Education shall make rules in accordance with Title 63G, Chapter 3,
181 Utah Administrative Rulemaking Act, that specify criteria for an educator evaluation program
182 adopted by a local school board.

- 183 Section 10. **Repealer.**
- 184 This bill repeals:
- 185 Section **53A-10-104, Frequency of evaluations.**
- 186 Section **53A-10-109, Final evaluation.**
- 187 Section **53A-10-110, Review of evaluation -- Time limit on request.**
- 188 Section **53A-10-111, Additional compensation for services.**

Legislative Review Note
as of **1-22-09 10:26 AM**

Office of Legislative Research and General Counsel



Educator Development Continuum

CONSTRUCTS OF PRACTICE

	PREPARATORY PRACTITIONER	NOVICE PRACTITIONER	DEVELOPING PRACTITIONER	EXPERIENCED PRACTITIONER
STAGE DEFINITION	<i>Is a teacher candidate</i>	<i>Is employed under contract with an initial license</i>	<i>Is employed under contract with a professional license (is that the right term?)</i>	<i>Is employed under contract; has opportunity for multitude of roles (formal and informal)</i>
CAREER GOALS	<i>Explores career pathways based on formative inventory</i>	<i>Uses information from professional portfolio to refine career goals</i>	<i>Uses professional learning opportunities to actualize (achieve?) career goals</i>	<i>Contributes to the professional learning of other teachers to accomplish their career goals</i>
PROFESSIONAL LEARNING	<i>Focuses learning on beginning career</i>	<i>Focuses learning on beginning career expectations</i>	<i>Focuses learning on performance expectations and feedback on performance</i>	<i>Uses feedback and student learning data for improvement</i>
EDUCATOR EVALUATION	<i>Uses performance assessment as part of a capstone experience to begin a professional portfolio</i>	<i>Uses multiple sources of evidence centered on performance, including additions to portfolio</i>	<i>Uses multiple lines of evidence centered on performance including additions to portfolio</i>	<i>Supports colleagues in collecting evidence while adding to their own portfolio</i>
EVIDENCE OF STUDENT LEARNING	<i>Builds awareness about his/her professional learning affects student learning</i>	<i>Builds awareness of how their own professional learning affects student learning</i>	<i>Engages in professional learning that impacts student learning</i>	<i>Promotes growth in others to impact student learning</i>
KNOWLEDGE OF STUDENTS	<i>Understands how to use knowledge of students to inform instruction</i>	<i>Uses knowledge of students to focus instruction</i>	<i>Uses refined knowledge of students to differentiate instruction</i>	<i>Leads by demonstrating a refined knowledge of students to differentiate instruction</i>
USE OF STUDENT	<i>Understands the need to use student-learning data to focus instruction</i>	<i>Uses student-learning data with collegial support to align instruction to student learning needs</i>	<i>Develops and implements formative assessments to inform and guide instruction</i>	<i>Facilitates the use of student learning data for school improvement</i>
TRANSITIONING BEHAVIORS	<ul style="list-style-type: none"> • Accepted into a teacher preparation program 	<ul style="list-style-type: none"> • Meets initial licensure requirements 	<ul style="list-style-type: none"> • Engages in reflective learning • Uses evaluation • Informs practice • Participates in job embedded professional learning 	<ul style="list-style-type: none"> • Seeks career pathway options • Acquires leadership skills • Assumes new roles: NBPTS, distinguished educator, teacher leader, coach, peer reviewer, building leader, curriculum leader

Educator Development Continuum

CONSTRUCTS OF PRACTICE

	PREPARATORY PRACTITIONER	NOVICE PRACTITIONER	DEVELOPING PRACTITIONER	EXPERIENCED PRACTITIONER
SELF EFFICACY (Levels of Performance)	<i>Becomes aware of the influence of self-efficacy on one's performance and results</i>	<i>Builds awareness of the influence of self-efficacy on one's performance and results</i>	<i>Develops and refines self-efficacy</i>	<i>Influences efficacy of other educators</i>
INSTRUCTIONAL PRACTICE	<i>Immerses self in practice of teaching</i>	<i>Learns craft of teaching by experimenting with different instructional practices</i>	<i>Hones own craft of teaching by refining instructional practices</i>	<i>Demonstrates skillfulness in the art/science of teaching and is able to inform practice of others</i>
COLLABORATIVE LEARNING ENVIRONMENTS	<i>Participates in cohorts for clinical experience</i>	<i>Apprentices with a collaborative community of learners</i>	<i>Engages with collaborative community of learners</i>	<i>Leads collaborative community of learners</i>
LEADERSHIP OPPORTUNITIES	<i>Seeks leadership opportunities within one's current environment</i>	<i>Recognizes leadership roles in the profession</i>	<i>Uses knowledge of own skills and abilities to identify potential leadership opportunities</i>	<i>Serves in leadership capacities to impact educator quality and school improvement</i>
ADVOCACY	<i>Understands that educators advocate for all students</i>	<i>Develops abilities to advocate for all students and the profession</i>	<i>Advocates for all students and profession</i>	<i>Serves as a change agent and advocate</i>
REFLECTIVE PRACTICE	<i>Learns to reflect as part of professional practice</i>	<i>Engages in reflective practices with mentor</i>	<i>Engages in frequent informal and formal reflective practices with colleagues</i>	<i>Guides and participates in reflective practices</i>
PEDAGOGICAL CONTENT KNOWLEDGE/SKILLS	<i>Acquires pedagogical content knowledge through rich clinical experiences structured over the course of studies</i>	<i>Applies pedagogical content knowledge and continues to acquire additional content knowledge and content-specific pedagogical skills</i>	<i>Enhances pedagogical content knowledge and skills through professional learning to benefit to student learning</i>	<i>Assists others in acquiring content knowledge and gains expertise in content-specific pedagogy while enriching their own</i>
TRANSITIONING BEHAVIORS	<ul style="list-style-type: none"> Accepted into a teacher preparation program 	<ul style="list-style-type: none"> Meets initial licensure requirements 	<ul style="list-style-type: none"> Engages in reflective learning Uses evaluation Informs practice Participates in job embedded professional learning 	<ul style="list-style-type: none"> Seeks career pathway options Acquires leadership skills Assumes new roles: NBPTS, distinguished educator, teacher leader, coach, peer reviewer, building leader, curriculum leader

Educator Development Continuum

CONSTRUCTS OF PRACTICE

	PREPARATORY PRACTITIONER	NOVICE PRACTITIONER	DEVELOPING PRACTITIONER	EXPERIENCED PRACTITIONER
INSTRUCTIONAL TECHNOLOGY	<i>Incorporates technology into instructional experiences</i>	<i>Seeks opportunities to use technology to enhance instruction and to expand student experiences</i>	<i>Demonstrates fluency in using technology to promote student learning and professional practice</i>	<i>Assists colleagues in using technology to expand instructional opportunities</i>
DIFFERENTIATED INSTRUCTION	<i>Understands that each student brings unique needs, learning styles, and abilities to their learning and that instruction must be adapted to meet these needs and abilities</i>	<i>Demonstrates skill in differentiating instruction for students of varying needs, learning styles, and abilities</i>	<i>Uses a variety of instructional methodologies and assessment strategies to differentiate instruction for students of varying needs, learning styles, and abilities</i>	<i>Models use of varied instructional methodologies and assessment strategies to differentiate instruction for students of varying needs, learning styles, and abilities</i>
21ST CENTURY SCHOOLS	<i>Recognizes 21st century learning skills - including performance assessment, group problem-solving, collaborative learning, and critical thinking - and their importance for student learning</i>	<i>Integrates performance assessment, group problem-solving, collaborative learning, and critical thinking into instruction</i>	<i>Integrates performance assessment, group problem-solving, collaborative learning, and critical thinking into the daily instructional practices in the classroom</i>	<i>Extends the use of performance assessment, group problem-solving, collaborative learning, and critical thinking into collaborative instruction among colleagues</i>
TRANSITIONING BEHAVIORS	<ul style="list-style-type: none"> ▪ Accepted into a teacher preparation program 	<ul style="list-style-type: none"> ▪ Meets initial licensure requirements 	<ul style="list-style-type: none"> ▪ Engages in reflective learning ▪ Uses evaluation ▪ Informs practice ▪ Participates in job embedded professional learning 	<ul style="list-style-type: none"> ▪ Seeks career pathway options ▪ Acquires leadership skills ▪ Assumes new roles: NBPTS, distinguished educator, teacher leader, coach, peer reviewer, building leader, 21st century curriculum leader

APPENDIX 32

DRAFT
1/7/10

R277. Education, Administration.

R277-114. Corrective Action and Withdrawal or Reduction of Program Funds.

R277-114-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "Program" for purposes of the rule means a public education project or plan under the direction of the Board, with a specific goal or outcome for which public education funding is provided.

C. "Recipient" means a local education agency (LEA), contractor or subrecipient.

D. "State Superintendent" means the State Superintendent of Public Instruction.

E. "USOE" means the Utah State Office of Education.

R277-114-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board and by Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of the rule is to provide procedures for public education program monitoring and corrective action for noncompliance with identified program requirements, program accountability standards, and financial propriety.

R277-114-3. USOE Responsibilities.

A. Directors, coordinators and program specialists shall act as designees of the Superintendent and shall review compliance with program outcomes and financial propriety.

B. Designated program reviewers shall act and carry out responsibilities consistent with federal requirements, state law and administrative rules.

C. The following minimum procedures shall be followed prior to reducing or withholding

funds from a recipient:

(1) The USOE, with assistance from directors, coordinators and program specialists, shall draft and implement a consistent monitoring procedure that includes standards for both recipient program outcomes and financial compliance. This monitoring program shall be communicated to the recipient regularly, and proper documentation of monitoring and compliance procedures conducted by USOE staff shall be maintained at the USOE.

(2) Recipients that do not demonstrate satisfactory outcomes, demonstrate noncompliance with program requirements or allowable program expenditures, or those that do not comply with requests to provide accurate and complete program or financial information enabling determination of compliance may be placed on corrective action.

(3) All courses of action should be discussed with the deputy/associate superintendent who supervises the program, prior to placing recipients on a corrective action plan as follows:

(a) Corrective action plans shall clearly outline all areas of noncompliance and establish a reasonable time frame for the recipient to correct identified issues.

(b) Notification and a copy of the corrective action plan shall be communicated in writing to a program administrator as well as the superintendent/CEO and business administrator of the school district/contractor/sub-recipient in question, the deputy/associate superintendent over the program, the USOE internal auditor, and the State Superintendent.

(4) Directors, coordinators and program specialists shall follow up with the recipient to clarify questions and assist the recipient in establishing appropriate corrective measures to further compliance.

(5) If a recipient does not respond or does not satisfy the requirements of the corrective action plan by established deadline(s), the program director, coordinator, or supervisor shall notify the Internal Auditor, who will notify the State Superintendent.

(6) Verification of noncompliance and contact with the recipient to discuss and investigate the issues addressed in the corrective action plan shall be left to the discretion of the State Superintendent, Board Audit Committee and Internal Auditor.

(7) The Board shall determine if and at what level funding for programs may be withheld or terminated by the State Superintendent and when the Board should withhold or terminate a

program or validate the State Superintendent's recommendation for withholding or termination of funding.

KEY: programs, noncompliance, correction action

Date of Enactment or Last Substantive Amendment: 2010

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3)

APPENDIX 33

53A-1a-509. Noncompliance -- Rulemaking.

(1) (a) If a charter school is found to be out of compliance with the requirements of Section 53A-1a-507 or the school's charter, the chartering entity shall notify the school's governing board in writing that the school has a reasonable time to remedy the deficiency, except as otherwise provided in Subsection 53A-1a-510(3)(a).

(b) If the school does not remedy the deficiency within the established timeline, the chartering entity may:

- (i) remove a school director or finance officer;
- (ii) remove governing board members;
- (iii) appoint an interim director or mentor to work with the charter school; or
- (iv) terminate the school's charter.

(c) The costs of an interim director or mentor appointed pursuant to Subsection (1)(b) shall be paid from the funds of the charter school for which the interim director or mentor is working.

(2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the State Board of Education shall make rules:

- (a) specifying the timeline for remedying deficiencies under Subsection (1)(a); and
- (b) ensuring the compliance of a charter school with its approved charter.

APPENDIX 34

53A-1a-510. Termination of a charter.

(1) A chartering entity may terminate a school's charter for any of the following reasons:

- (a) failure of the school to meet the requirements stated in the charter;
- (b) failure to meet generally accepted standards of fiscal management;
- (c) subject to Subsection (6), failure to make adequate yearly progress under the No Child Left Behind Act of 2001, 20 U.S.C. Sec. 6301 et seq.;
- (d) violation of requirements under this part or another law; or
- (e) other good cause shown.

(2) (a) The chartering entity shall notify the governing body of the school of the proposed termination in writing, state the grounds for the termination, and stipulate that the governing body may request an informal hearing before the chartering entity.

(b) The chartering entity shall conduct the hearing in accordance with Title 63G, Chapter 4, Administrative Procedures Act, within 30 days after receiving a written request under Subsection (2)(a).

(c) If the chartering entity, by majority vote, approves a motion to terminate a charter school, the governing body of the charter school may appeal the decision to the State Board of Education.

(d) (i) The State Board of Education shall hear an appeal of a termination made pursuant to Subsection (2)(c).

(ii) The State Board of Education's action is final action subject to judicial review.

(3) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the State Board of Education shall make rules that require a charter school to report any threats to the health, safety, or welfare of its students to the State Charter School Board in a timely manner.

(b) The rules under Subsection (3)(a) shall also require the charter school report to include what steps the charter school has taken to remedy the threat.

(4) The chartering entity may terminate a charter immediately if good cause has been shown or if the health, safety, or welfare of the students at the school is threatened.

(5) If a charter is terminated during a school year:

(a) the school district in which the school is located may assume operation of the school; or

(b) a private management company may be hired to operate the school.

(6) (a) If a charter is terminated, a student who attended the school may apply to and shall be enrolled in another public school under the enrollment provisions of Title 53A, Chapter 2, Part 2, District of Residency, subject to space availability.

(b) Normal application deadlines shall be disregarded under Subsection (6)(a).

(7) A chartering entity may terminate a charter pursuant to Subsection (1)(c) under the same circumstances that local educational agencies are required to implement alternative governance arrangements under 20 U.S.C. Sec. 6316.

Appendix 35

53A-1a-502.5. Charter schools -- Maximum authorized students.

(1) The State Charter School Board and local school boards may only authorize a combined maximum student capacity of:

(a) 32,921 students for the charter schools in the 2008-09 school year; and

(b) beginning in the 2009-10 school year, an annual increase in charter school enrollment capacity equal to 1.4% of total school district enrollment as of October 1 of the previous school year.

(2) (a) The State Board of Education, in consultation with the State Charter School Board, shall allocate the students under Subsection (1) between the State Charter School Board and local school boards.

(b) One-third of the student capacity described under Subsection (1)(b) shall be allocated to increase the maximum student capacity of operating charter schools.

(c) If the operating charter schools do not use the allocation described under Subsection (2)(b), the remaining student capacity may be used by new charter schools.

(3) An increase in charter school enrollment capacity in the 2011-12 school year or thereafter shall receive:

(a) tentative approval by the State Board of Education by November 30 of the year that is two years before the year that the increase in charter school enrollment capacity takes effect; and

(b) final approval by the State Board of Education by the following April 1, subject to legislative authorization of the increase in charter school enrollment capacity.

APPENDIX 36

R277. Education, Administration.

R277-470. Charter Schools.

R277-470-1. Definitions.

- A. "Board" means the Utah State Board of Education.
- B. "Charter schools" means schools acknowledged as charter schools by local boards of education under Section 53A-1a-515 and this rule or by the Board under Section 53A-1a-505.
- C. "Charter school application" means the official chartering document by which a prospective charter school seeks recognition and funding under Section 53A-1a-505. The application includes the basic elements of the charter to be established between the charter school and the chartering board.
- D. "Charter school deficiencies" means the following information:
 - (1) a charter school is not satisfying financial obligations as required by Section 53A-1a-505 in the charter school's written contractual agreement;
 - (2) a charter school is not providing required documentation following reasonable warning;
 - (3) compelling evidence of fraud or misuse of funds by charter school governing board members or employees.
- E. "Charter school founding member" or "founding member" means an individual who had a significant role in the initial development of the charter school up until the first instructional day of school, the first year of operation, as submitted in writing to the State Charter School Board the first day of operation.
- F. "Charter school governing board" means the board designated by the charter school to make decisions for the operation of the school similar to a local board of education.
- G. "Days" means calendar days, unless specifically designated.
- H. "Expansion" means a proposed ten percent increase of students or grade level(s) in an operating charter school at a single location.
- I. "Local education agency (LEA)" means a local board of education, combination of school districts, other legally constituted local school authority having administrative control and direction of free public education within the state, or other entities as designated by the Board, and includes any entity with state-wide responsibility for directly operating and maintaining facilities for providing public education.
- J. "Northwest Association of Accredited Schools (NAAS) accreditation" means the formal process for evaluation and approval under the Standards for Accreditation of the Northwest Association of Accredited Schools or the accreditation standards of the Board, available from the Utah State Office of Education Accreditation Specialist. Accreditation ensures that the credits/diploma a student earns is the result of a quality educational experience. The purpose of accreditation is to ensure excellence in education by holding schools accountable to rigorous standards and a process of continued improvement.
- K. "Neighborhood or traditional school" for purposes of this rule, means a public, non-charter school.
- L. "New charter school" as provided in Section 53A-21-401(5)(d) means any charter

school through the first day of its second year with students, or a satellite school that requires a new location/campus.

M. "No Child Left Behind (NCLB)" means the federal law under the Elementary and Secondary Education Act, Title IX, Part A, 20 U.S.C. 7801.

N. "On-going funds" means funds that are appropriated annually by the Legislature with the expectation that the funds shall continue to be appropriated annually.

O. "Satellite school" means a charter school affiliated with an operating charter school having a common governing board and a similar program of instruction, but located at a different site or in a different geographical area. The parent school and all satellites shall be considered a single local education agency (LEA) for purposes of public school funding and reporting.

P. "State Charter School Board" means the board designated in Section 53A-1a-501.5.

Q. "Subaccount" means the Charter School Building Subaccount consisting of funds provided under 53A-21-401(5)(b)

R. "Subaccount Committee" means the committee established by the Superintendent under Section 53A-21-401(6).

S. "Superintendent" means the State Superintendent of Public Instruction as designated under 53A-1-301.

T. "Urgent facility need" as provided in Section 53A-21-401(5)(d) means an unexpected exigency that affects the health and safety of students such as:

(1) to satisfy an unforeseen condition that precludes a school's qualification for an occupancy permit; or

(2) to address an unforeseen circumstance that keeps the school from satisfying provisions of public safety, public health or public school code.

U. "USOE" means the Utah State Office of Education.

V. "Weighted Pupil Unit (WPU)" means the unit of measure that is computed in accordance with the Minimum School Program Act for the purpose of distributing revenue on a uniform basis for each pupil.

R277-470-2. Authority and Purpose.

A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, Section 53A-1a-513 which directs the Board to distribute funds for charter school students directly to the charter school, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, and 20 U.S.C., Section 8063(3) which directs the Board to submit specific information prior to charter schools' receipt of federal funds.

B. The purpose of this rule is to establish procedures for authorizing, funding, and monitoring charter schools and for repealing charter school authorizations. The rule also establishes timelines as required by law to provide for adequate training for beginning charter schools.

R277-470-3. Maximum Authorized Charter School Students.

A. Local school boards may not approve district-chartered schools unless they notify the State Charter School Board by August 15 two years prior to opening of proposed district-

chartered schools and estimated numbers of students.

B. The Board, in consultation with the State Charter School Board, may approve schools, expansions and satellite charter schools for the total number of students authorized under 53A-1a-502.5

C. District-chartered schools submitting applications shall be considered with all new charters.

R277-470-4. Charter School Orientation and Training.

A. Beginning with the 2006-2007 school year, all charter school applicants shall attend orientation/training sessions designated by the State Charter School Board.

B. Orientation meetings shall be scheduled at least quarterly and be available electronically, as determined by the State Charter School Board.

C. Charter schools and applicants that attend orientation/training sessions shall be eligible for additional funds, upon approval, in an amount to be determined by the State Charter School Board provided through federal charter school funds or a General Fund appropriation to the extent of funds available. Charter school applicants that attend training and orientation sessions may receive priority for approval from the State Charter School Board and the Board.

D. Orientation/training sessions shall provide information including:

- (1) charter school implementation requirements;
- (2) charter school statutory and Board requirements;
- (3) charter school financial and data management requirements;
- (4) charter school legal requirements;
- (5) federal requirements for charter school funding; and
- (6) other items as determined by the State Charter School Board.

R277-470-5. New or Expanding Charter School Notification to Prospective Students and Parents.

A. All charter schools opening or expanding by at least ten percent of overall enrollment or adding one or more grade levels after July 1, 2007 shall notify all families consistent with the schools' outreach plans described in the charter agreements of:

- (1) a new or expanding charter school's purpose, focus and governance structure, including names, qualifications, and contact information of governing board members;
- (2) the number of new students that will be admitted into the school by grade;
- (3) the proposed school calendar for the charter school including at a minimum the first and last days of school, scheduled holidays, pre-scheduled professional development days (no student attendance), and other scheduled non-school days;
- (4) the charter school's timelines for acceptance or rejection of new students consistent with Section 53A-1a-506.5;
- (5) a State-approved student charter school application (beginning with the 2008-09 school year);
- (6) procedures for transferring to or from a charter school, together with applicable timelines; and
- (7) provide for payment, if required, of a one-time fee per secondary school enrollment,

not to exceed \$5.00, consistent with Section 53A-12-103.

B. Charter schools shall provide written notice of the information in R277-470-5A consistent with the school's outreach plan and at least 180 days before the proposed opening day of school.

C. Charter schools shall have an operative and readily accessible electronic website providing information required under R277-470-5A in place. The completed charter school website shall be provided to the State Charter School Board at least 180 days prior to the proposed opening day of school. The State Charter School Board shall require new charter schools to have websites that may be reviewed by the State Charter School Board prior to the schools posting the websites publicly.

R277-470-6. Transfer Student Criteria.

A. Charter schools shall allow students to transfer from one charter school to another and enroll students only consistent with Sections 53A-1a-506.5(2) through (6), including timelines.

B. Charter schools shall provide notice to a withdrawing student's school of residence consistent with Section 53A-1a-506.5(5) and using USOE-designated transfer forms.

C. Both charter schools and neighborhood schools shall enroll students and exchange student information consistent with 53A-1a-506.5(2)(c) and 53A-11-504 and using USOE-designated transfer forms.

D. Both charter schools and neighborhood schools shall have policies that provide procedures for properly excluding students and notifying students and parents under 53A-11-903 and 53A-11-904.

E. Neither neighborhood schools nor charter schools may discourage students from attending schools of choice in violation of state or federal law.

F. Neither charter schools nor neighborhood schools shall be required to enroll students who have been properly excluded from public schools under 53A-11-903 and 53A-11-904.

R277-470-7. Timelines - Charter School Starting Date.

A. The State Charter School Board shall accept a proposed starting date from a charter school applicant, or the State Charter School Board shall negotiate and recommend a starting date prior to recommending final charter approval to the Board.

B. A local or state-chartered school shall be approved by November 30, two years prior to the school year it intends to serve students in order to be eligible for state funds.

C. A local or state-chartered school shall acquire a facility and enter into a written agreement, or begin construction on a new or existing facility no later than January 1 of the year the school is scheduled to open. Each state-chartered school shall submit any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing the charter school facilities to its chartering entity for review and advice prior to the charter school entering into the lease, agreement, or contract, consistent with Section 53A-1a-507(9).

D. If students are not enrolled and attending classes by October 1, a charter school shall not receive funding from the state for that school year.

E. Despite a charter school meeting starting dates, a charter school shall be required to satisfy R277-419 requirements of 180 days and 990 hours of instruction time, unless otherwise

exempted by the Board under 53A-1a-511.

F. The Board may, following review of information, approve the recommended starting date or determine a different charter school starting date after giving consideration to the State Charter School Board recommendation.

R277-470-8. Remediating Charter School Financial Deficiencies.

A. Upon receiving credible information of charter school financial deficiencies, the State Charter School Board shall immediately direct a review or audit through the charter school governing board, by State Charter School Board staff, or by an independent auditor hired by the State Charter School Board.

B. The State Charter School Board or the Board through the State Charter School Board may direct a charter school governing board or the charter school administration to take reasonable action to protect state or federal funds consistent with Section 53A-1a-510.

C. The State Charter School Board or the Board in absence of the State Charter School Board action may:

(1) allow a charter school governing board to hold a hearing to determine financial responsibility and assist the charter school governing board with the hearing process;

(2) immediately terminate the flow of state funds; or

(3) recommend cessation of federal funding to the school;

(4) take immediate or subsequent corrective action with employees who are responsible for financial deficiencies; or

(5) any combination of the foregoing (1), (2), (3) and (4).

D. The recommendation by the State Charter School Board shall be made within 20 school days of receipt of complaint of deficiency(ies).

E. The State Charter School Board may exercise flexibility for good cause in making recommendation(s) regarding deficiency(ies).

F. The Board shall consider and affirm or modify the State Charter School Board's recommendation(s) for remediating a charter school's financial deficiency(ies) within 60 days of receipt of information from the State Charter School Board.

G. In addition to remedies provided for in Section 53A-1a-509, the State Charter School Board may provide for a remediation team to work with the school.

R277-470-9. Charter School Financial Practices and Training.

A. Charter school business and financial staff shall attend USOE required business meetings for charter schools.

B. Local charter school board members and directors shall be invited to all applicable Board-sponsored training, meetings, and sessions for traditional school district financial personnel/staff if charter schools supply current staff information and addresses and indicate the desire to attend.

C. The Board shall work with other education agencies to encourage their inclusion of charter school representatives at training and professional development sessions.

D. A charter school shall appoint a business administrator consistent with Sections 53A-3-302 and 303. The business administrator shall be responsible for the submission of all financial and statistical information required by the Board.

E. The Board may interrupt disbursements to charter schools for failure to comply with financial and statistical information required by law or Board rules.

F. Charter schools are not eligible for necessarily existent small schools funding under Section 53A-17a-109(2) and R277-445.

G. Charter schools shall comply with R277-471, Oversight of School Inspections.

R277-470-10. Procedures and Timelines for Schools Chartered by Local Boards to Convert to Board-Chartered Schools.

A. A charter school chartered initially by a local board of education shall notify the local board that it will seek Board approval for a state conversion to its charter with adequate notice for the local board to make staffing decisions.

B. A locally chartered school shall operate successfully for at least nine months prior to applying for conversion to a Board chartered school.

C. A charter school shall submit an application to convert from a locally chartered school to a Board chartered school to the State Charter School Board; the State Charter School Board shall provide an application for schools seeking to convert.

D. The application may require some or all of the following, depending upon the school's longevity, successful operation and existing documentation at the USOE:

(1) current board members and founding members;

(2) audit and financial records:

(a) record of state payments received;

(b) record of contributions received by the school from inception to date;

(c) test scores, including calendar of testing;

(d) current employees: identifying assignments and licensing status, if applicable;

(e) student lists, including home addresses or uniform student identifiers for current students;

(f) school calendar for previous school year and prospective school year;

(g) course offerings, if applicable;

(h) affidavits, signed by all board members providing or certifying (documentation may be required):

(i) the school's nondiscrimination toward students and employees;

(ii) the school's compliance with all state and federal laws;

(iii) that all information on application provided is complete and accurate;

(iv) that school meets/complies with all health and safety codes/laws;

(v) that the school is current with all required policies (personnel, salaries, and fees), including board minutes for the most recent three months;

(vi) that the school is operating consistent with the school's charter;

(vii) the school's Annual Yearly Progress status under No Child Left Behind;

(viii) that there are no outstanding lawsuits or judgments or identifying outstanding lawsuits filed or judgments against the school;

(ix) that the previous local board of education supports or does not support conversion;

E. Applications for conversion from locally chartered to Board chartered shall be considered by the State Charter School Board within 60 days of submission of complete applications, including all required documentation.

F. Following approval by the State Charter School Board, proposals of charter schools seeking conversion approval shall be submitted to the Board for review.

G. If an applicant is not accepted for conversion, the State Charter School Board shall provide adequate information for the charter school to review and revise its proposal and reapply no sooner than nine months from the previous conversion application.

H. The Board shall consider the conversion application within 45 days of State Charter School Board approval, or next possible monthly Board meeting, whichever is sooner.

I. Final approval or denial of conversion is final administrative action by the Board.

R277-470-11. Charter Schools and NCLB Funds.

A. Charter schools that desire to receive NCLB funds shall comply with the requirements of R277-470-11.

B. To obtain its allocation of NCLB formula funds, a charter school shall complete all appropriate sections of the Consolidated Utah Student Achievement Plan (CUSAP) and identify its economically disadvantaged students in the October upload of the Data Clearinghouse

C. If the school does not operate a federal school lunch program, the school:

(1) shall determine the economically disadvantaged status for its students on the basis of criteria no less stringent than those established by the U.S. Department of Agriculture for identifying students who qualify for reduced price lunch for the fiscal year in question; or

(2) may use the Charter School Declaration of Household Income form provided by the USOE for this purpose.

D. A school which does not use the form shall maintain equivalent documentation in its records, which may be subject to audit.

R277-470-12. Charter School Parental Involvement.

A. Charter schools shall encourage and provide opportunities for parental involvement in management decisions at the school level.

B. Charter schools that elect to receive School LAND Trust funds shall have a committee consisting of a majority of parents elected from parents of students currently attending the charter school that is designated to make decisions about the School LAND Trust funds consistent with R277-477-3E.

R277-470-13. Charter School Oversight and Monitoring.

A. The State Charter School Board shall provide direct oversight to the state's board chartered schools, including:

(1) requiring that all charter schools shall be members of and accredited by NAAS;

(2) annual review of student achievement indicators for all schools, disaggregated for various student subgroups;

(3) quarterly review of summary financial records and disbursements and student enrollment;

(4) annual review conducted through site visits or random audits of personnel matters such as employee licensure and evaluations;

(5) regular review of other matters specific to effective charter school operations as determined by the USOE charter school staff; and

(6) audits and investigations of claims of fraud or misuse of public assets or funds; and
(7) requiring that charter schools are in compliance with their charter agreement, as maintained by the USOE. It is presumed that the charter agreement maintained by the USOE is the final, official and complete agreement.

B. The Board retains the right to review or repeal charter school authorization based upon factors that may include:

- (1) financial deficiencies or irregularities; or
- (2) persistently low student achievement inconsistent with comparable schools; or
- (3) failure of the charter school to comply with state law, Board rules, or directives; or
- (4) failure to comply with currently approved charter commitments.

C. All charter schools shall amend their charters to include the following statement:

To the extent that any charter school's charter conflicts with applicable federal or state law or rule, the charter shall be interpreted and enforced to comply with such law or rule and all other provisions of the charter school shall remain in full force and effect.

D. District charter school authorizers shall:

- (1) visit a charter school at least once during its first year of operation;
- (2) visit a charter school as determined in the review process; and
- (3) provide written reports to the charter schools after the visits.

R277-470-14. Approved Charter School Expansion.

A. The following shall apply to requests for expansion for approved and operating charter schools:

- (1) The school satisfies all requirements of state law and Board rule.
- (2) The approved Charter Agreement shall provide for an expansion consistent with the request; or
- (3) The charter school governing board has submitted a formal amendment request to the State Charter School Board that provides documentation that:
 - (a) the school district in which the charter school is located has been notified of the proposed expansion in the same manner as required in Section 53A-1s-505(1);
 - (b) the school can accommodate the expansion within existing facilities or that necessary structures will be completed, meeting all requirements of law and Board rule, by the proposed date of operation;
 - (c) the school currently satisfies all requirements of state law and Board rule including adequate insurance, adequate parental involvement, compliance with all fiscal requirements, and adequate services for all special education students at the school;
 - (d) students at the school are performing on standardized assessments at an acceptable level with stable scores or scores showing an upward trend;
 - (e) adequate qualified administrators and staff shall be available to meet the needs of the increased number of students at the time the expansion is implemented.

B. The charter school governing board shall file a request with the State Charter School Board for an expansion no later than April 1 two years prior to the date of the proposed implementation of the expansion.

C. Expansion requests shall be considered by the State Charter School Board as part of the total number of charter school students allowed under 53A-1a-502.5(1).

R277-470-15. Satellite School for Approved Charter Schools.

A. An existing charter school may submit an amendment request to the State Charter School Board for a satellite school no later than April 1 two years prior to the date of the proposed implementation of the satellite if the charter school fully satisfies the following:

(1) The school currently satisfies all requirements of state law and Board rule including adequate insurance, adequate parental involvement, compliance with all fiscal requirements, and adequate services for all special education students at the school;

(2) The school has operated successfully for at least three years;

(3) Students at the school are performing on standardized assessments at an acceptable level with stable scores or scores showing an upward trend;

(4) The proposed satellite school will provide educational services, assessment, and curriculum consistent with the services, assessment, and curriculum currently being offered at the existing charter school;

(5) The school shall be financially stable; there have been no repeat findings of deficiencies on required outside audits for at least two consecutive years;

(6) Adequate qualified administrators, including at least one onsite administrator, and staff are available to meet the needs of the proposed student population at the satellite site school;

(7) The school has had an audit by Charter School Section staff regarding performance of the current charter agreement, contractual agreements, and financial records; and

(8) The school provides any additional information or documentation requested by the Charter School Section staff or the Board.

(9) A satellite school that receives School LAND Trust funds shall have a School LAND Trust committee and satisfy all requirements for School LAND Trust committees consistent with R277-477.

B. The satellite school amendment request shall include the following:

(1) Written certification from the charter school governing board that the charter school currently satisfies all requirements of state law and Board rule;

(2) A detailed explanation of the governance structure for the satellite school, including appointed, elected and parent representation on the governing board, parental involvement and professional staff involvement in implementing the educational plan. The applicant charter school shall include at least two voting parent members representing the parents of students at the satellite school on its governing board; at least one parent shall be elected by parents of students attending the satellite school;

(3) Information detailing the grades to be served, the number of students to be served and general information regarding the physical facilities anticipated to serve the school;

(4) A detailed financial plan for the satellite school;

(5) A signed acknowledgment by the charter school governing board certifying board members' understanding that a physical site for the building must be secured no later than January 1 of the year the satellite school is scheduled to open;

(a) the securing of the building site must be verified by a real estate closing document,

signed lease agreement, or other contract indicating a right of occupancy pursuant to R277-470-7C;

(b) failure to secure a site by the required date may, at the discretion of the State Charter School Board, delay the opening of the satellite school for at least one academic year.

(6) Notification to both the school district in which the charter school is located and the school district of the proposed satellite school location in the same manner as required in Section 53A-1a-505(1);

(7) Written certification that no later than 15 days after securing a building site, the charter school governing board shall notify the school district in which the charter school satellite school is located of the school location, grades served, and anticipated enrollment by grade with a copy of the notification sent to the State Charter School Board; and

(8) A signed acknowledgment by the charter school governing board that the board understands the satellite school shall be held accountable for its own AYP report and disaggregated financial data and reports.

C. The approval of the satellite school by the State Charter School Board requires ratification by the State Board of Education and will expire 24 months following such ratification if a building site has not been secured for the satellite school.

D. A charter school may not apply for more than three satellite locations.

R277-470-16. Transportation.

A. Charter schools are not eligible for to-and-from school transportation funds.

B. A charter school that provides transportation to students shall comply with Utah law Section 53-8-211.

C. A school district may provide transportation for charter school students on a space-available basis on approved routes.

(1) School districts may not incur increased costs or displace eligible students to transport charter school students.

(2) A charter school student shall board and leave the bus only at existing designated stops on approved bus routes or at identified destination schools.

(3) A charter school student shall board and leave the bus at the same stop each day.

(4) Charter school students and their parents who participate in transportation by the school district as guests shall receive notice of applicable district transportation policies and may forfeit with no recourse the privilege of transportation for violation of the policies.

R277-470-17. Charter School Building Subaccount.

A. The Board shall establish or reauthorize a Subaccount Committee consistent with 53A-21-401(6) by July 15 annually.

(1) The Superintendent, on behalf of the Board, may annually accept nominations of individuals who meet the qualifications of 53A-21-401(6)(a) from interested parties, including individuals nominating themselves, before June 1. The Board shall appoint five Subaccount Committee members; the Committee shall consider the Governor's nomination as one of the five appointees and the State Charter School Board's nomination as one of the five appointees.

(2) Per Section 53A-21-401(6)(a), the governor shall nominate one individual who meets the qualifications of 53A-21-401(6)(a) before the Board appoints Committee members.

(3) The State Charter School Board shall nominate one individual who meets the qualifications of Section 53A-21-401(6)(a) before June 1 consistent with R277-470-17A(1).

(4) Subaccount Committee members shall be appointed by the Board to terms that do not exceed three years.

(a) In order to stagger terms, terms of appointed Committee members shall be determined by the Board, upon the effective date of this rule.

(b) Future Committee members shall serve three year terms.

(c) The USOE Charter School Director or designee shall be a non-voting Subaccount Committee member.

B. The Subaccount Committee shall develop and the USOE shall make available a loan application that includes criteria designated under Sections 53A-21-401(6)(b) and (8).

C. The Subaccount Committee shall include other criteria or information from loan applicants that the committee or the Board determines to be necessary and helpful in making final recommendations to the Superintendent, the State Charter School Board and the Board. The Subaccount Committee shall also establish terms and conditions for loan repayment, consistent with Section 53A-21-401(6)(b).

D. Applications for loans shall be accepted on an ongoing basis, subject to eligibility criteria and availability of funding.

(1) To apply for a loan, a charter school shall submit the information requested on the Board's most current loan application form together with the requested supporting documentation.

(2) The application shall include a resolution from the governing board of the charter school that the governing board, at a minimum:

(a) agrees to enter into the loan as provided in the application materials;

(b) agrees to the interest established by the Subaccount Committee and repayment schedule of the loan designated by the Subaccount Committee and the Board;

(c) agrees that loan funds shall only be used consistent with the purposes of Section 53A-21-401(5)(c) and the purpose of the approved charter;

(d) agrees to any and all audits or financial reviews ordered by the Subaccount Committee or the Board;

(e) agrees to any and all inspections or reviews ordered by the Subaccount Committee or the Board;

(f) understands that repayment, including interest, shall be deducted automatically from the charter school's monthly fund transfers, as appropriate.

E. The Subaccount Committee shall not make recommendations to the Superintendent, the State Charter School Board or the Board until the committee receives complete and satisfactory information from the applicant and the Subaccount Committee has reached a majority recommendation.

F. The submission of intentionally false, incomplete or inaccurate information from a loan applicant shall result in immediate cancellation of any previous loan(s), the requirement for immediate repayment of any funds received, denial of subsequent applications for a 12 month period from the date of the initial application, and possible Board revocation of a charter.

G. The Superintendent, in consultation with USOE and State Charter Board staff, shall

review recommendations from the Subaccount Committee and make final recommendations to the Board.

H. The Superintendent shall submit final recommendations from the Subaccount Committee to the Board no more than 60 days after submission of all information and materials from the loan applicant to the Subaccount Committee.

I. The Board may request additional information from loan applicants or a reconsideration of a recommendation by the Subaccount Committee.

J. The Board's approval or denial of loan applications constitutes the final administrative action in the charter school building revolving loan process.

R277-470-18. Appeals Criteria and Procedures.

A. Only an operating charter school, a charter school that has been recommended by the State Charter School Board to the Board, or a charter school applicant that has met State Charter School Board requirements for review by the full State Charter School Board, may appeal State Charter School Board administrative decisions or recommendations to the Board.

B. Only the following State Charter School Board administrative decisions or recommendations may be appealed to the Board:

(1) recommendation for termination of a charter;

(2) recommendation for denial of expansions or satellite schools;

(3) recommendation for denial of local charter board proposed changes to approved charters;

(4) recommendation for denial or withholding of funds from local charter boards; and

(5) recommendation for denial of a charter.

C. No other issues may be appealed.

D. Appeals procedures and timelines

(1) The State Charter School Board shall, upon taking any of the administrative actions under R277-470-17A:

(a) provide written notice of denial to the charter school or approved charter school;

(b) provide written notice of appeal rights and timelines to the local charter board chair or authorized agent; and

(c) post information about the appeals process on the State Charter School Board website and provide training to prospective charter school board members and staff regarding the appeals procedure.

(2) A local charter school board chair or authorized agent (appellant) may submit a written appeal to the State Superintendent within 14 calendar days of the State Charter School Board administrative action or recommendation.

(3) The Superintendent shall, in consultation with the Board chair, designate three to five Board members and a hearing officer, who is not a Board member, to act as an objective hearing panel.

(4) The hearing officer, in consultation with the Superintendent, shall set a hearing date and provide notice to all parties, including the State Charter School Board staff and State Charter School Board.

(5) The Hearing shall be held no more than 45 days following receipt of the written appeal.

(6) The hearing officer shall establish procedures that provide fairness for all parties, which may include:

(a) a request for parties to provide a written explanation of the appeal and related information and evidence;

(b) a determination of time limits and scope of testimony and witnesses;

(c) a determination for recording the hearing;

(d) preliminary decisions about evidence; and

(e) decisions about representation of parties.

(7) The hearing panel shall make written findings and provide an appeal recommendation to the Board no more than 10 calendar days following the hearing.

(8) The Board shall take action on the hearing report findings at the next regularly scheduled Board meeting.

(9) The recommendation of the State Charter School Board shall be in place pending the conclusion of the appeals process, unless the Superintendent in her sole discretion, determines that the State Charter School Board's recommendation or failure to act presents a serious threat to students or an imminent threat to public property or resources.

(10) All parties shall work to schedule and conclude hearings as fairly and expeditiously as possible.

(11) The Board's acceptance or rejection of the hearing report is the final administrative action on the issue.

R277-470-19. Miscellaneous Provisions.

A. The State Charter School Board and the Board shall, in the recommendation and approval process, consider and may give priority to charter school applications that target underserved student populations, among traditional public schools and operating charter schools.

(1) Underserved student populations may include low income students, students with disabilities, English Language Learners (ELL), or students in remote areas of the state who have limited access to the full range of academic courses;

(2) Priority may also be given to charter school applicants for proposed schools that do not have other charter schools within the school district; and

(3) To be given priority, the charter school application and proposed employee and site information shall support the school's designated focus.

B. The State Charter School Board shall provide a form on its website for individuals to report threats to health, safety, or welfare of students consistent with 53A-1a-510(3).

(1) Individuals making reports shall be directed to report suspected criminal activity to local law enforcement and suspected child abuse to local law enforcement or the Division of Child and Family Services consistent with 62A-4a-403 and 53A-11-605(4).

(2) Additionally, Individuals may report threats to the health, safety, or welfare of students to the local charter board.

(a) reports shall be made in writing;

(b) reports shall be timely;

(c) anonymous reports shall not be reviewed further.

(3) Local charter boards shall verify that potential criminal activity or suspected child

abuse has been reported consistent with state law and this rule.

(4) Local charter boards shall act promptly to investigate disciplinary action, if appropriate, against students who may be participants in threatening activities or take appropriate and reasonable action to protect students or both.

KEY: education, charter schools

Date of Enactment or Last Substantive Amendment: November 9, 2009

Notice of Continuation: October 9, 2008

Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-1a-515; 53A-1a-505; 53A-1a-513; 53A-1a-502; 53A-1-401(3); 53A-1a-510; 53A-1a-509; 41-6-115; 53A-1a-506; 53A-21-401; 53A-1a-519; 53A-1a-520; 53A-1a-501.5; 53A-1-301; 53A-1a-502.5; 53A-1a-506.5; 53A-12-103; 53A-11-504; 53A-11-903; 53A-11-904; 53A-1a-511; 53A-1-302 and 303; 53A-17a;109; 53-8-211; 62A-4a-403; 53A-11-605

APPENDIX 37

R277. Education, Administration.

R277-513. Dual Certification.

R277-513-1. Definitions.

A. "Basic Certificate" means the initial certificate issued by the Board permitting the holder to be employed as an educator in the public schools.

B. "Board" means the Utah State Board of Education.

C. "Core Curriculum" means minimum academic standards as established by the Utah State Board of Education which shall be mastered by all students K-12 as a requisite for graduation from Utah's secondary schools.

D. "Endorsement" means a specialty field or area listed on a certificate which indicates specific qualification of the holder.

E. "ESL" means English as a Second Language--an instructional method whereby an instructor teaches students of limited English-speaking ability how to use standard English in order to become functional in the world of work or in their daily activities.

F. "Standard Certificate" means a certificate issued by the Board after a holder has demonstrated teaching competency under the Basic Certificate.

R277-513-2. Authority and Purpose.

A. This rule is authorized under Article X, Section 3 of the Utah Constitution which vests general control and supervision of public education in the Board, Sections 53A-6-101(1) and (2), U.C.A. 1953, which permit the Board to issue certificates for educators, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the procedure whereby a teacher who holds one level of teaching certificate may qualify for a certificate on another level or whereby a teacher may be certified in a specific subject area.

R277-513-3. Dual Certification Levels.

A. This section applies to all of the following certification levels:

(1) elementary to secondary;

(2) secondary to elementary;

(3) elementary to special education;

(4) special education to elementary.

B. A teacher who holds a Basic or Standard Certificate on the Early Childhood, Elementary, Secondary or Special Education level, may qualify for a certificate on another level by completing an approved program at the new level. Specific certification requirements for that level included in the Standards for Early Childhood, Elementary, Secondary, Preschool Special Education, Special Education and Communications Disorders Certificates must be met.

C. Competencies developed as a result of completion of an approved program on one level of training which are also relevant and substantially equivalent to the competencies required on the other level shall be evaluated for the purpose of waiving comparable course

and experience requirements.

D. Applications for dual certification from out-of-state candidates shall be evaluated according to the requirements of the minimum approved program of a Utah teacher education institution. Recommendation for certification from an institution in Utah is not required unless the applicant needs additional preparation and completes that training at a Utah institution.

E. Two years of successful teaching experience may be accepted in lieu of all or any part of the student teaching requirement.

F. Applicants for a Basic Elementary Certificate with a Basic Early Childhood Education Certificate must either have appropriate course work and laboratory experience or demonstrate the competencies prescribed for prospective intermediate grade teachers that provide greater depth in academic subjects to be taught.

R277-513-4. Dual Certification of Secondary Music Teachers.

A. Teachers holding or eligible to hold Basic or Standard secondary certification with a music endorsement may qualify to teach vocal or instrumental music in the elementary schools of the state by demonstrating the competency to:

(1) express a basic philosophy regarding appreciation and understanding of music at the elementary school level;

(2) identify the physical traits, mental traits, social-emotional traits, and needs relative to the growth and development of elementary school children;

(3) describe the characteristics of the child's voice at the kindergarten, primary, and intermediate levels relative to tone production and range;

(4) identify the physical characteristics which will influence the child's ability to play various musical instruments;

(5) identify and interpret the concepts of rhythm, melody, harmony, form, and expression as they appear in musical notation at the elementary school level;

(6) perform basic movement exercises and demonstrate coordination skills as they relate to rhythm, form, and melody;

(7) perform on basic classroom musical instruments such as the autoharp, recorder, tone bells, and ukulele;

(8) select and perform a repertoire of music literature appropriate to children at primary and intermediate grade levels including songs, recordings of master works, and orchestra and band music appropriate for the elementary school.

B. Applicants shall complete a successful elementary school clinical experience that demonstrates:

(1) management techniques, including scheduling;

(2) teaching techniques;

(3) grading procedures;

(4) curriculum planning;

(5) extra curricular activity planning; and

(6) lesson planning.

R277-513-5. Dual Certification of Secondary Physical Education Teachers.

Teachers holding secondary certification with a physical education endorsement may

qualify to teach physical education in the elementary schools of the state by demonstrating the competency to:

- A. Perform fundamental skills and body movements in games, gymnastics, and dance that would be encountered in an elementary school physical education curriculum.
- B. Analyze skills and correct movement errors.
- C. Actively participate in developmental skills pertinent to the education of elementary school-age children.
- D. Articulate the importance of physical fitness for children and the activities that contribute to fitness.
- E. Implement correct principles of teaching physical education to children.
- F. Plan lessons, units, and program sequences for young children.
- G. Select teaching methods appropriate for the teacher-learner activities and learning environment.
- H. Organize a class for most effective learning.
- I. Identify the growth and sequential development of movement patterns in children.
- J. Adapt physical education activities for atypical children.
- K. Design and implement a program of physical fitness for children.
- L. Express a philosophy of physical education for children.
- M. Recognize potentially hazardous situations and propose preventative measures;
- N. Report the status and progress of skill development.

R277-513-6. Dual Certification of Secondary Art Teachers.

A. Teachers holding or eligible to hold secondary certification with an art endorsement may qualify to teach art in the elementary schools of the state by demonstrating the competency to:

- (1) express a philosophy of appropriate visual arts instruction at the elementary school level;
 - (2) identify the physical, mental, and social-emotional traits and needs of elementary school children;
 - (3) use art media appropriate for elementary schools;
 - (4) implement the State core required for the visual arts, in grades kindergarten through six in an appropriate sequence;
 - (5) integrate the arts, including art, music, dance, and drama, as well as the visual arts, into other areas of the curriculum;
 - (6) use art prints and other visual resources at all grade level to assist elementary students in understanding and implementing basic art concepts;
 - (7) appropriately display and critique elementary student art work;
 - (8) use good classroom management techniques for media and materials used in elementary art activities;
 - (9) assist other elementary teachers to understand and implement basic art concepts.
- B. Applicants shall complete a successful elementary school clinical experience that demonstrates competency in:

- (1) management techniques;
- (2) teaching techniques;

- (3) lesson planning and scheduling;
- (4) grading procedures;
- (5) curriculum planning;
- (6) extra curricular activity planning.

R277-513-7. Dual Certification of ESL Teachers.

A. Teachers holding or eligible to hold Basic or Standard secondary certification with an ESL endorsement may qualify to teach ESL in the elementary schools of the state by demonstrating the competency to:

- (1) express a philosophy of appropriate ESL instruction at the elementary school level;
- (2) identify the physical, mental, and social-emotional traits and needs of elementary school children;
- (3) select and use ESL media and procedures appropriate for elementary schools;
- (4) implement the State Core required for language arts (grades K-6) in an appropriate sequence for limited English-proficient students;
- (5) integrate ESL into other areas of the curriculum; and
- (6) assist other elementary teachers to understand and implement appropriate procedures for mainstreaming limited English-proficient students into other areas of the curriculum.

B. Candidates shall complete a successful elementary school clinical experience that demonstrates competency in:

- (1) management techniques;
- (2) teaching techniques;
- (3) lesson planning (including scheduling);
- (4) grading procedures;
- (5) curriculum planning; and
- (6) extracurricular activity planning.

KEY: professional competency, school personnel, teacher certification

Date of Enactment or Last Substantive Amendment: 1991

Notice of Continuation: May 1, 2006

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-6-101(1) and (2); 53A-1-401(3)

APPENDIX 38

53A-21-401. Capital Outlay Loan Program -- School Building Revolving Account -- Access to the account.

- (1) There is created:
 - (a) the "Capital Outlay Loan Program" to provide:
 - (i) short-term help to school districts to meet district needs for school building construction and renovation; and
 - (ii) assistance to charter schools to meet school building construction and renovation needs; and
 - (b) a nonlapsing "School Building Revolving Account" administered within the Uniform School Fund by the state superintendent of public instruction in accordance with rules adopted by the State Board of Education.
- (2) The State Board of Education may not allocate funds from the School Building Revolving Account that exceed a school district's bonding limit minus its outstanding bonds.
- (3) In order to receive monies from the account, a school district shall:
 - (a) levy a combined capital levy rate of at least .0024;
 - (b) contract with the state superintendent of public instruction to repay the monies, with interest at a rate established by the state superintendent, within five years of receipt, using future state capital outlay allocations, local revenues, or both;
 - (c) levy sufficient ad valorem taxes under Section 11-14-310 to guarantee annual loan repayments, unless the state superintendent of public instruction alters the payment schedule to improve a hardship situation; and
 - (d) meet any other condition established by the State Board of Education pertinent to the loan.
- (4) (a) The state superintendent shall establish a committee, including representatives from state and local education entities, to:
 - (i) review requests by school districts for loans under this section; and
 - (ii) make recommendations regarding approval or disapproval of the loan applications to the state superintendent.
 - (b) If the committee recommends approval of a loan application under Subsection (4)(a)(ii), the committee's recommendation shall include:
 - (i) the recommended amount of the loan;
 - (ii) the payback schedule; and
 - (iii) the interest rate to be charged.
- (5) (a) There is established within the School Building Revolving Account the Charter School Building Subaccount administered by the State Board of Education, in consultation with the State Charter School Board, in accordance with rules adopted by the State Board of Education.
 - (b) The Charter School Building Subaccount shall consist of:
 - (i) money appropriated to the subaccount by the Legislature;
 - (ii) money received from the repayment of loans made from the subaccount; and
 - (iii) interest earned on monies in the subaccount.

(c) The state superintendent of public instruction shall make loans to charter schools from the Charter School Building Subaccount to pay for the costs of:

- (i) planning expenses;
- (ii) constructing or renovating charter school buildings;
- (iii) equipment and supplies; or
- (iv) other start-up or expansion expenses.

(d) Loans to new charter schools or charter schools with urgent facility needs may be given priority.

(6) (a) The State Board of Education shall establish a committee, which shall include individuals who have expertise or experience in finance, real estate, and charter school administration, one of whom shall be nominated by the governor to:

- (i) review requests by charter schools for loans under this section; and
- (ii) make recommendations regarding approval or disapproval of the loan applications to the State Charter School Board and the State Board of Education.

(b) If the committee recommends approval of a loan application under Subsection (6)(a)(ii), the committee's recommendation shall include:

- (i) the recommended amount of the loan;
- (ii) the payback schedule; and
- (iii) the interest rate to be charged.

(c) The committee members may not:

- (i) be a relative, as defined in Section 53A-1a-518, of a loan applicant; or
- (ii) have a pecuniary interest, directly or indirectly, with a loan applicant or any person or entity that contracts with a loan applicant.

(7) The State Board of Education, in consultation with the State Charter School Board, shall approve all loans to a charter school under this section.

(8) The term of a loan to a charter school under this section may not exceed five years.

(9) The State Board of Education may not approve loans to charter schools under this section that exceed a total of \$2,000,000 in any year.

APPENDIX 39

53A-1a-519. Charter school students' participation in extracurricular activities at other public schools.

(1) A charter school student is eligible to participate in extracurricular activities not offered by the student's charter school at:

(a) the school within whose attendance boundaries the student's custodial parent or legal guardian resides; or

(b) the public school from which the student withdrew for the purpose of attending a charter school.

(2) A school other than a school described in Subsection (1)(a) or (b) may allow a charter school student to participate in extracurricular activities other than:

(a) interschool competitions of athletic teams sponsored and supported by a public school; or

(b) interschool contests or competitions for music, drama, or forensic groups or teams sponsored and supported by a public school.

(3) A charter school student is eligible for extracurricular activities at a public school consistent with eligibility standards as applied to full-time students of the public school.

(4) A school district or public school may not impose additional requirements on a charter school student to participate in extracurricular activities that are not imposed on full-time students of the public school.

(5) (a) The State Board of Education shall make rules establishing fees for charter school students' participation in extracurricular activities at school district schools.

(b) The rules shall provide that:

(i) charter school students pay the same fees as other students to participate in extracurricular activities;

(ii) charter school students are eligible for fee waivers pursuant to Section 53A-12-103;

(iii) for each charter school student who participates in an extracurricular activity at a school district school, the charter school shall pay a share of the school district's costs for the extracurricular activity; and

(iv) a charter school's share of the costs of an extracurricular activity shall reflect state and local tax revenues expended, except capital facilities expenditures, for an extracurricular activity in a school district or school divided by total student enrollment of the school district or school.

(c) In determining a charter school's share of the costs of an extracurricular activity under Subsections (5)(b)(iii) and (iv), the State Board of Education may establish uniform fees statewide based on average costs statewide or average costs within a sample of school districts.

(6) When selection to participate in an extracurricular activity at a public school is made on a competitive basis, a charter school student is eligible to try out for and participate in the activity as provided in this section.

APPENDIX 40

53A-1a-511. Waivers from state board rules -- Application of statutes and rules to charter schools.

(1) A charter school shall operate in accordance with its charter and is subject to Title 53A, State System of Public Education, and other state laws applicable to public schools, except as otherwise provided in this part.

(2) (a) A charter school or any other public school or school district may apply to the State Board of Education for a waiver of any state board rule that inhibits or hinders the school or the school district from accomplishing its mission or educational goals set out in its strategic plan or charter.

(b) The state board may grant the waiver, unless:

(i) the waiver would cause the school district or the school to be in violation of state or federal law; or

(ii) the waiver would threaten the health, safety, or welfare of students in the district or at the school.

(c) If the State Board of Education denies the waiver, the reason for the denial shall be provided in writing to the waiver applicant.

(3) (a) Except as provided in Subsection (3)(b), State Board of Education rules governing the following do not apply to a charter school:

(i) school libraries;

(ii) required school administrative and supervisory services; and

(iii) required expenditures for instructional supplies.

(b) A charter school shall comply with rules implementing statutes that prescribe how state appropriations may be spent.

(4) The following provisions of Title 53A, State System of Public Education, and rules adopted under those provisions, do not apply to a charter school:

(a) Sections 53A-1a-108 and 53A-1a-108.5, requiring the establishment of a school community council and school improvement plan;

(b) Sections 53A-3-413 and 53A-3-414, pertaining to the use of school buildings as civic centers;

(c) Section 53A-3-420, requiring the use of activity disclosure statements;

(d) Section 53A-12-207, requiring notification of intent to dispose of textbooks;

(e) Section 53A-13-107, requiring annual presentations on adoption;

(f) Chapter 19, Part 1, Fiscal Procedures, pertaining to fiscal procedures of school districts and local school boards; and

(g) Section 53A-14-107, requiring an independent evaluation of instructional materials.

(5) For the purposes of Title 63G, Chapter 6, Utah Procurement Code, a charter school shall be considered a local public procurement unit.

(6) Each charter school shall be subject to:

(a) Title 52, Chapter 4, Open and Public Meetings Act; and

(b) Title 63G, Chapter 2, Government Records Access and Management Act.

(7) (a) The State Charter School Board shall, in concert with the charter schools, study existing state law and administrative rules for the purpose of determining from which laws and rules charter schools should be exempt.

(b) (i) The State Charter School Board shall present recommendations for exemption to the State Board of Education for consideration.

(ii) The State Board of Education shall consider the recommendations of the State Charter School Board and respond within 60 days.

APPENDIX 41

53A-1-402. Board to establish minimum standards for public schools.

(1) The State Board of Education shall establish rules and minimum standards for the public schools that are consistent with this title, including rules and minimum standards governing the following:

(a) (i) the qualification and certification of educators and ancillary personnel who provide direct student services;

(ii) required school administrative and supervisory services; and

(iii) the evaluation of instructional personnel;

(b) (i) access to programs;

(ii) attendance;

(iii) competency levels;

(iv) graduation requirements; and

(v) discipline and control;

(c) (i) school accreditation;

(ii) the academic year;

(iii) alternative and pilot programs;

(iv) curriculum and instruction requirements;

(v) school libraries; and

(vi) services to:

(A) persons with a disability as defined by and covered under:

(I) the Americans with Disabilities Act of 1990, 42 U.S.C. 12102;

(II) the Rehabilitation Act of 1973, 29 U.S.C. 705(20)(A); and

(III) the Individuals with Disabilities Education Act, 20 U.S.C. 1401(3); and

(B) other special groups;

(d) (i) state reimbursed bus routes;

(ii) bus safety and operational requirements; and

(iii) other transportation needs; and

(e) (i) school productivity and cost effectiveness measures;

(ii) federal programs;

(iii) school budget formats; and

(iv) financial, statistical, and student accounting requirements.

(2) The board shall determine if:

(a) the minimum standards have been met; and

(b) required reports are properly submitted.

(3) The board may apply for, receive, administer, and distribute to eligible applicants funds made available through programs of the federal government.

(4) (a) The Utah College of Applied Technology shall provide competency-based career and technical education courses that fulfill high school graduation requirements, as requested and authorized by the State Board of Education.

(b) A school district may grant a high school diploma to a student participating in courses described under Subsection (4)(a) that are provided by the Utah College of Applied Technology.

APPENDIX 42

53A-1-403.5. Education of persons in custody of the Utah Department of Corrections -- Contracting for services -- Recidivism reduction plan -- Collaboration among state agencies -- Annual report.

(1) The State Board of Education, the State Board of Regents, and the Utah Department of Corrections, subject to legislative appropriation, are responsible for the education of persons in the custody of the Utah Department of Corrections.

(2) (a) To fulfill the responsibility under Subsection (1), the State Board of Education and the Utah Department of Corrections shall, where feasible, contract with appropriate private or public agencies to provide educational and related administrative services. Contracts for postsecondary education and training shall be under Subsection (2)(b).

(b) (i) The contract under Subsection (2)(a) to provide postsecondary education and training shall be with a community college if the correctional facility is located within the service region of a community college, except under Subsection (2)(b)(ii).

(ii) If the community college under Subsection (2)(b)(i) declines to provide the education and training or cannot meet reasonable contractual terms for providing the education and training as specified by the Utah Department of Corrections, postsecondary education and training under Subsection (2)(a) may be procured through other appropriate private or public agencies.

(3) (a) As its corrections education program, the State Board of Education, the State Board of Regents, and the Utah Department of Corrections shall develop and implement a recidivism reduction plan, including the following components:

- (i) inmate assessment;
- (ii) cognitive problem-solving skills;
- (iii) basic literacy skills;
- (iv) career skills;
- (v) job placement;
- (vi) postrelease tracking and support;
- (vii) research and evaluation;
- (viii) family involvement and support; and
- (ix) multiagency collaboration.

(b) The plan shall be developed and implemented through the State Office of Education, the State Board of Regents, and the Utah Department of Corrections in collaboration with the following entities:

- (i) the Utah College of Applied Technology Board of Trustees;
- (ii) local boards of education;
- (iii) Department of Workforce Services;
- (iv) Department of Human Services;
- (v) Board of Pardons and Parole;
- (vi) State Office of Rehabilitation; and
- (vii) the Governor's Office.

(4) The department shall make a report to the Education and Law Enforcement and Criminal Justice Interim Committees on the recidivism reduction plan before October 1, 2010.

APPENDIX 43

53A-15-202. Powers of the board.

The State Board of Education:

(1) shall establish minimum standards for career and technical education programs in the public education system;

(2) may apply for, receive, administer, and distribute funds made available through programs of federal and state governments to promote and aid career and technical education;

(3) shall cooperate with federal and state governments to administer programs which promote and maintain career and technical education;

(4) shall cooperate with the Utah College of Applied Technology, Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah to ensure that students in the public education system have access to career and technical education at Utah College of Applied Technology campuses, Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah;

(5) shall require that before a minor student may participate in clinical experiences as part of a health care occupation program at a high school or other institution to which the student has been referred, the student's parent or legal guardian has:

(a) been first given written notice through appropriate disclosure when registering and prior to participation that the program contains a clinical experience segment in which the student will observe and perform specific health care procedures that may include personal care, patient bathing, and bathroom assistance; and

(b) provided specific written consent for the student's participation in the program and clinical experience; and

(6) shall, after consulting with school districts, charter schools, the Utah College of Applied Technology, Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah, prepare and submit an annual report to the governor and to the Legislature's Education Interim Committee by October 31 of each year detailing:

(a) how the career and technical education needs of secondary students are being met; and

(b) what access secondary students have to programs offered:

(i) at applied technology colleges; and

(ii) within the regions served by Salt Lake Community College's School of Applied Technology, Snow College, and the College of Eastern Utah.

APPENDIX 44

53A-15-401. State Board of Education to supervise.

(1) The general control and supervision, but not the direct management, of adult education is vested in the State Board of Education.

(2) The board has the following powers:

(a) makes and enforces rules to organize, conduct, and supervise adult education;

(b) appoints state staff for the adult education program, establishes their duties, and fixes their compensation;

(c) determines the qualifications of, and issues teaching certificates to, persons employed to give adult education instruction; and

(d) determines the basis of apportionment and distributes funds made available for adult education.

(3) (a) The State Board of Education shall make rules providing for the establishment of fees which shall be imposed by local school boards for participation in adult education programs.

(b) A fee structure for adult education shall take into account the ability of a Utah resident who participates in adult education to pay the fees.

(c) Sections 53A-12-103 and 53A-12-104 pertaining to fees and fee waivers in secondary schools do not apply to adult education.

APPENDIX 45

53A-17a-120. Appropriation for accelerated learning programs.

(1) Money appropriated to the State Board of Education in Section 53A-17a-104 for accelerated learning programs shall be allocated to local school boards and charter schools for the following programs:

- (a) programs in grades 1-12 for the gifted and talented;
- (b) advanced placement; and
- (c) International Baccalaureate.

(2) (a) Districts shall spend monies for these programs according to rules established by the State Board of Education in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act.

(b) The State Board of Education shall develop uniform and consistent policies for school districts to follow in utilizing advanced placement monies.

APPENDIX 46

53A-15-1001. Title.

This part is known as the "Electronic High School Act."

I. BUDGET
(Evidence for selection criterion (A)(2)(i)(d))

Applicants should use their budgets and budget narratives to provide a detailed description of how they plan to use their Federal grant funds, and how they plan to leverage other Federal (*e.g.* School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds to achieve their reform goals. The budget narrative should be of sufficient scope and detail for the Department to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

For the purpose of the budget, we expect that the State will link its proposed reform plans to projects that the State believes are necessary in order to implement its plans. Providing additional budget detail through a project-level table and narrative will allow the State to specifically describe how its budget aligns with its reform plans in all four areas and how its budget supports the achievement of the State's goals. Some projects might address one Reform Plan Criterion, while others might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(2), Building Strong Statewide Capacity. It might have another "human capital project" that addresses criteria (D)(2) through (D)(5) in the Great Teachers and Leaders section.

To support the budgeting process, the following forms and instructions are included:

1. Budget Summary
 - a. Budget Summary Table. This is the cover sheet for the budget. States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (See Budget Part I: Budget Summary Table.)
 - b. Budget Summary Narrative. A budget narrative that accompanies the Budget Summary Table should provide an overview of the projects that the State has included in its budget. The State should also describe how other Federal, State, and local funds will be leveraged to further support Race to the Top education reform plans. (See Budget Part I: Budget Summary Narrative.)
2. Project-Level Detail. This is the supporting, project-level detail required as back-up to the budget summary. For each project that the State is proposing in order to implement the plans described in its application, the State should complete the following:
 - a. Project-Level Budget Table. This is the budget for each project, by budget category and for each year for which funding is requested. (See Budget Part II: Project-Level Budget Table.)
 - b. Project-Level Budget Narrative. This is the narrative and backup detail associated with each budget category in the Project-Level Budget. (See Budget Part II: Project-Level Budget Narrative.)

Budget Part I: Budget Summary Table

Instructions:

In the Budget Summary Table, the State should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Tables.

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	7,596,131	6,166,631	5,900,354	5,855,198	25,518,314
2. Fringe Benefits	1,201,767	1,328,707	1,311,425	1,435,327	5,277,226
3. Travel	563,177	547,645	475,052	436,909	2,022,783
4. Equipment	4,300,909	2,263,978	298,000	268,000	7,130,887
5. Supplies	396,810	470,601	437,569	391,996	1,696,975
6. Contractual	13,465,873	11,939,428	9,732,751	9,414,751	44,552,801
7. Training Stipends	1,326,387	1,600,221	906,221	668,721	4,501,549
8. Other	158,165	256,765	108,865	10,265	534,060
9. Total Direct Costs (lines 1-8)	29,009,217	24,573,975	19,170,237	18,481,166	91,234,595
10. Indirect Costs*	523,884	579,969	573,245	627,075	2,304,174
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	6,724,484	8,245,582	8,245,582	8,245,582	31,461,231
13. Total Costs (lines 9-12)	36,257,586	33,399,526	27,989,065	27,353,824	125,000,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	31,250,000	31,250,000	31,250,000	31,250,000	125,000,000
15. Total Budget (lines 13-14)	67,507,586	64,649,526	59,239,065	58,603,824	250,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

BUDGET PART I: BUDGET SUMMARY NARRATIVE

Instructions:

Describe, in an Appendix, the overall structure of the State's budget for a Race to the Top grant, including the list of projects for which there is a project-level budget, and a rationale for how these will be organized and managed.

The State should also describe how other Federal (e.g. School Improvement Grant, Statewide Longitudinal Data Systems grant, Teacher Incentive Fund grant, Title I), State, and local funds will be leveraged to further support Race to the Top education reform plans.

The State must include, on Line 14 of the Budget Summary Table, the amount of funding to be subgranted to its participating LEAs based on their relative shares of funding under Part A of Title I of the ESEA for the most recent year (that is, FY 2009), as required under section 14006(c) of the ARRA. States are not required to provide budgets for how the participating LEAs would use their funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that participating LEAs spend these funds in accordance with the State's plan and the scope of work described in the agreement between the State and the participating LEA.

Narrative

Utah is proposing a Race to the Top budget of \$250,000,000. The use of the funds is described in detail in *Utah's Comprehensive Reform Plan* (See Appendix). All of the projects and goals associated with RTTT have been aligned to the Utah State Board of Education's Mission and Goals and the RTTT four reform areas. They were derived from an exhaustive look at our state data, an evaluation of our current conditions and efforts, the input from several education roundtables held throughout the state and feedback from our education stakeholders. The projects also represent the lessons we have learned from successful state and local programs and national research.

We are requesting \$250,000,000 instead of the lower amounts in our suggested band. Utah has several unique funding challenges. Without the requested amount Utah does not have the capacity to move all four reform areas forward quickly and simultaneously. Although we have a

high taxing effort (7th highest), we have the largest percentage of children in the United States per capita, the highest birth rate per capita, and, due to the huge percentage of land within our geographic borders owned by the federal government, the lowest state taxable property base (21%). We are rapidly becoming more diverse and have more students with critical needs. In the last decade, our population has grown by 27%. During this same time period, our legislature has increased funding for education by 48%. One hundred percent of our state income tax is dedicated to education. Even with this increase, Utah is dead last in every per student funding category in the nation. The federal contribution to education in Utah is \$650.00 per student compared to the national average of \$968.00. The fact that Utah performs as well as it does, is a tribute to the dedication of our teachers, parents, and administrators. The same dedication will support our RTTT efforts.

There are fifteen projects for which there is a project-level budget associated with Utah's Race to the Top Application. They are:

Reform Area One: Adopting standards and assessments that prepare students to succeed in college and the workplace to compete in the global economy.

Project One: New Common Core in Reading/Language Arts and in Mathematics

Project Two: Using the Common Core Standards to Ensure Literacy for all Utah Children

Project Three: Using the Common Core Standards to Ensure Mathematics Literacy for all Utah Children

Project Four: Ensuring Postsecondary Success

Project Five: Improving Early Learning Outcomes

Project Six: Refinement of Utah Performance Assessment System for Students (U-PASS) Testing

Reform Area Two: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

Project One: Expansion and Adaptation of State Longitudinal Data Systems (SLDS)

Project Two: Effective Data Access for Instructional Improvement

Project Three: Effective Data Use

Reform Area Three: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

Project One: UCSEE - Utah Continuum of Support for Educator Excellence

Project Two: Principal Leadership Pathway

Project Three: Measures of Instructional Quality

Project Four: Performance Pay Pilot Program

Reform Area Four: Turning around our lowest-achieving schools.

Project Two: Preventing Low-Achieving Secondary Schools

General

Management of RTTT and Increasing LEA Capacity Project

At the State Office level, we have dedicated personnel serving on three teams, an oversight team, a program implementation team, and a financial and reporting team, that have been working together since the ARRA funding began. These three teams and a RTTT Overall Program Administrator will oversee the implementation of our statewide education reform plan. The Finance Reporting Team will be responsible for providing effective and efficient processes in budget reporting and monitoring, performance measure tracking and reporting, fund disbursement, and all other issues related to required reports. The Race to the Top Program Implementation Team and Oversight Team will provide effective grant administration and oversight, program tracking and reporting, and will help LEAs use the fiscal, political, and human capital resources of the State to continue the successful funded reforms after the grant has ended. In addition, an RTTT evaluation team will be hired to track Utah's efforts and assist us in determining the effectiveness of our efforts.

A key component of our education reform plan is to support LEAs in successfully implementing the plan's initiatives. In *Utah's Comprehensive Reform Plan*, activities have been identified that will help LEAs implement promising practices, evaluate these practices' effectiveness, and eliminate ineffective practices. The focus will be on widely disseminating and replicating effective practices statewide. The State's role will be to use the SEA funds as a facilitator and

resource for positive LEA change. To that end, \$19,400,143 of the SEA's \$125,000,000 will be added to the LEA budgets. The primary focus of State assistance will be helping LEAs find their best way to implement reform. All participating LEAs have signed a MOU that holds them accountable for implementing the State reform plan. The Race to the Top Oversight Team will intervene if a participating LEA does not meet its obligations.

As part of the Comprehensive Reform Plan, the Utah State Board of Education has directed that, where allowable, other state funds, programs, and resources will be re-purposed so they will align with *Utah's Comprehensive Reform Plan*. All of our federal funding is dedicated to the accomplishment of Utah's mission and goals. We plan to leverage our other Federal funds; School Improvement Grant, Statewide Longitudinal Data Systems (SLDS) grant, Teacher Incentive Fund grant, Title I, and Educational Technology Grant to achieve Utah's reform goals and implement our proposed activities. For example, the LEA portion of our federal educational technology money will all go to the struggling secondary schools identified in Reform Area Four. The SLDS funds will be folded into the projects in Reform Area Two. The Teacher Incentive Fund Grants will be used in the work we do in Reform Area Three and our Title One funds will be directed to Reform Area One and Four. We plan on a completely integrated approach to using our resources to accomplish our plans. All of the directors and specialists at the state level are committed to using their time and financial resources to accomplish Utah's goals. Because our reform plan features projects and activities that are designed to jumpstart and replicate effective practices statewide, we believe we have the capacity to maintain these efforts after the funding is gone, barring any unforeseen budget reductions similar to those recently experienced due to the current recession.

Budget Part II: Project-Level Budgets

Reform Area One Project One: New Common Core in Reading/Language Arts and in Mathematics

Budget Part II: Project-Level Budget Table					
Project Name: New Common Core in Reading/Language Arts and in Mathematics					
Associated with Criteria: Funds will be used to accomplish the State’s plans and meet its targets in Reform Area One: Adopting Standards and Assessments that Prepare Students to Succeed in the Workplace					
Goal 1: By August 2010, Utah will adopt and begin implementation of national K-12 standards in mathematics and literacy created in conjunction with the Council of Chief State School Officers national consortium.					
Goal 2: By July 2011, Utah will develop and implement high quality instructional materials to support the adoption and implementation of the national standards.					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,514,013	\$1,386,013	\$1,386,013	\$1,386,013	\$5,672,052
2. Fringe Benefits	\$100,434	\$100,434	\$100,434	\$100,434	\$401,738
3. Travel	\$16,000	\$16,000	\$16,000	\$16,000	\$64,000
4. Equipment	\$20,000	\$4,000	\$4,000	\$4,000	\$32,000
5. Supplies	\$25,000	\$20,000	\$20,000	\$20,000	\$85,000
6. Contractual	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
7. Training Stipends	\$994,000	\$994,000	\$200,000	\$200,000	\$2,388,000
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$2,719,447	\$2,570,447	\$1,776,447	\$1,776,447	\$8,842,790
10. Indirect Costs*	\$44,374	\$44,374	\$44,374	\$44,374	\$177,495
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$282,428	\$282,429	\$282,429	\$282,429	\$1,129,715
13. Total Costs (lines 9-12)	\$3,046,249	\$2,897,250	\$2,103,250	\$2,103,250	\$10,150,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

Reform Area One Project One: New Common Core in Reading/Language Arts and in Mathematics

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
A1: Teachers from across the state who are considered to be Master Teachers will review and map the Common Core to the current Utah Core Curriculum.		\$200/day @128 teachers x 5 days	\$128,000
		Total	\$128,000
A2: Office Specialist II: This individual will be responsible for the overall preparation of documents as described by the leadership team. In addition the individual hired for this position will set up all training sites and prepare for all meetings as directed by the CC Coordinator.	100%	\$36,352/year	145,408
A2: Educational Specialist Reading/Language Arts: This individual will develop and support the implementation of the new Reading/Language Arts Core Standards. Specifically this individual will focus on: a. integration of academic core standards used across the curriculum; b. the successful implementation of Utah’s Three-Tiered model of reading instruction; c. use of best practices in reading/language arts and d. the use of promising practices related to instruction for underachieving students. This individual will work under the direction of the CC Coordinator.	100%	\$77,778/year	311,112
A2: In Utah there are 24,333 teachers in grades K-12 and 1,434 administrators. All teachers and administrators will be required to attend a mandatory training on the implementation of the new Reading /Language arts CC. Training will be focused specifically on (a-d) as outlined in A2 above.			\$2,315,506

		Total	\$2,772,026
A3: Office Specialist II: This individual will be responsible for the overall preparation of documents as described by the leadership team. In addition the individual hired for this position will set up all training sites and prepare for all meetings as directed by the CC Coordinator.	100%	\$36,352/year	145,408
A3: Educational Specialist Mathematics: This individual will develop and support the implementation of the new Math Core Standards. Specifically this individual will focus on: a. integration of academic core standards used across the curriculum; b. the successful implementation of Utah's Three-Tiered model of math instruction; c. use of best practices in math instruction, and d. the use of promising practices related to instruction for underachieving students. This individual will work under the direction of the CC Coordinator.	100%	\$77,778/year	311,112
A3: In Utah there are 24,333 teachers in grades K-12 and 1,434 administrators. All teachers and administrators will be required to attend a mandatory training on the implementation of the new Mathematics CC. Training will be focused specifically on (a-d) as outlined in A2 above.			\$2,315,506
		Total	\$2,772,026
Total			\$5,672,052

2) Fringe Benefits

- Benefits for SEA are calculated at 42% of salaries.
- Benefits for contractors are included in hourly rates.

2) Travel

Travel: Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$50.		
Activity 1. None		
Activity 2. Language Arts 15 trips for committee work x 250 each = 3750 Mileage and instate travel for Coordinator = 1250 One out of state meeting/conference for coordinator = 3,000		32,000

Total = 8000/year x four years	
Activity 3. Mathematics 15 trips for committee work x 250 each = 3750 Mileage and instate travel for Coordinator = 1250 One out of state meeting/conference for coordinator = 3,000 Total = 8000/year x four years	32,000

4) Equipment

Equipment:	Cost of Item	Item Description	Total
Activity 1. None			
Activity 2. Language Arts Two (2) each of the following will be needed to provide necessary technology for the two new employees.			
	\$2,586	Laptop	\$5,172
	\$535	Monitor	\$1,070
	\$877	Computer Accessories	\$1,754
	\$668	Software	\$1,336
	\$1,063	Printer	\$2,126
	\$2,271	Projector	\$4,542
		Total	\$16,000
Activity 2. Mathematics Two (2) each of the following will be needed to provide necessary technology for the two new employees.			
	\$2,586	Laptop	\$5,172
	\$535	Monitor	\$1,070
	\$877	Computer Accessories	\$1,754
	\$668	Software	\$1,336
	\$1,063	Printer	\$2,126
	\$2,271	Projector	\$4,542
		Total	\$16,000

Total			\$32,000
--------------	--	--	-----------------

5) Supplies

Activity 1. Supplies and materials for core alignment	5,000
Activity 2. Supplies and materials for professional development (10,000/year)	40,000
Activity 3. Supplies and materials for professional development (10,000/year)	40,000
Total	85,000

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. The estimated cost for contractual services over the 4 years will be **\$200,000**. The State plans to contact with experts to assist with implementation and delivery of the Reading/Language Arts and Mathematics CC. Regional trainings and conferences will be held statewide to ensure proper delivery and implementation of the CC Standards.

Activity 1. None	
Activity 2. 25,000/year for four years	100,000
Activity 3. 25,000/year for four years	100,000
Total	200,000

7) Training Stipends

- The purpose of the training.

The first purpose of this long-term training is to create master Reading/Language Arts coaches in each of Utah's 994 schools. Each coach will receive \$1,200 over the 4 year cycle to provide teachers in their school with effective tools and best practices to successfully implement the Common Core. Each coach will monitor teacher progress and provide the SEA documentation.

The second purpose of this long-term training is to create master Mathematics coaches in each of Utah's 994 schools. Each coach will receive \$1,200 over the 4 year cycle to provide teachers in their school with effective tools and best practices to successfully implement the CC. Each coach will monitor teacher progress and provide the SEA documentation.

Activity 1. None	
Activity 2. Professional Development on new Common Core in Language Arts Year 1 497,000 Year 2 497,000 Year 3 100,000 Year 4 100,000	1,194,000
Activity 3. Professional Development on new Common Core in Mathematics Year 1 497,000 Year 2 497,000 Year 3 100,000 Year 4 100,000	1,194,000
Total	2,388,000

8) Other

9) Total Direct Costs

See Budget Table

10) Indirect Costs

See Budget Table

11) Funding for Involved LEAs

None

12) Supplemental Funding for Participating LEAs

Capacity Building Grants of \$1,129,715.

Reform Area One Project Two: Using the Common Core Standards to Improve Reading Instruction

Budget Part II: Project-Level Budget Table

Project Name: Using the Common Core Standards to Improve Reading Instruction

Associated with Criteria: Funds will be used to accomplish the State’s plans and meet its targets in Reform Area One: **Adopting Standards and Assessments that Prepare Students to Succeed in the Workplace**

Goal 1: By August 2010, Utah will adopt and begin implementation of national K-12 standards in mathematics and literacy created in conjunction with the Council of Chief State School Officers national consortium.

Goal 2: By July 2011, Utah will develop and implement high quality instructional materials to support the adoption and implementation of the national standards.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$433,096	\$493,096	\$493,096	\$453,346	\$1,872,632
2. Fringe Benefits	\$53,926	\$53,926	\$53,926	\$53,926	\$215,702
3. Travel	\$88,128	\$73,128	\$73,128	\$64,525	\$298,909
4. Equipment	\$9,000	\$2,000	\$2,000	\$2,000	\$15,000
5. Supplies	\$24,000	\$61,356	\$24,500	\$16,500	\$126,356
6. Contractual	\$123,252	\$111,091	\$95,434	\$79,434	\$409,211
7. Training Stipends		\$25,000	\$25,000	\$25,000	\$75,000
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$731,401	\$819,596	\$767,083	\$694,730	\$3,012,810
10. Indirect Costs*	\$23,825	\$23,825	\$23,825	\$23,825	\$95,301
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$123,015	\$239,625	\$239,625	\$239,625	\$841,889
13. Total Costs (lines 9-12)	\$878,241	\$1,083,046	\$1,030,533	\$958,180	\$3,950,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Reform Area One Project Two: Using the Common Core Standards to Improve Reading Instruction

BUDGET NARRATIVE

1) Personnel

Amount costs in the right column are the four-year total. Cost of living increases are reflected as appropriate. All Indirect Costs are computed at 13.5%.

Personnel (Fringe benefits have not been separated out from teacher stipends.)			
Activity 1. Teacher stipends to write and submit lesson plans to the web site; lesson plans will include differentiation for underserved populations	\$250/ Lesson	1,257 Lessons	Total \$: 314,250
Activity 2. Six working groups (math, science, social studies, healthy lifestyles, fine arts, and CTE courses), 15 members each (90 total) to write a literacy strand to embed K-12 into the six content areas listed; groups will meet 10 days in year 1, 6 days in year 2, and 2 days in years 3 and 4	5 days in summer @ \$250/day	5 days in school year @ \$100 for sub.	333,000
Project Director	.15 FTE		52,004
Stipends for professional development, # of stipends: Year 1, 80; Year 2, 320; Year 3, 320; Year 4, 161	\$250/day		220,250
Activity 3. Hire a Curriculum Specialist to direct efforts in adolescent literacy and assist with content area literacy strands; Specialist level (\$77,778/year)	1 FTE		311,112
Hire support staff for the Curriculum Specialist; Office Specialist 1 level (31,779/year)	1 FTE		127,116
Teacher stipends @ \$250/day for training in adolescent literacy, 430 teachers			107,500
Activity 4. Three working committees will be formed: 1. Adolescent Literacy Advisory Committee 2. Adolescent Literacy Standards Development Committee 3. Adolescent Literacy Course Development Committee The effect of their combined work will shape the direction of Adolescent Literacy in Utah for years to come. Total personnel costs for all three groups:	440 Stipends: 480 Sub payments	\$250 each \$100 each	110,000 48,000

Teacher stipends and substitute costs for professional development	658 Stipends	\$250 each	164,500
	549 Sub payments	\$100 each	54,900
Activity 5. Stipends for 30 participants/year x 4 years for Annual Family Literacy Center Workshop.	\$250 each		30,000

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.
- Benefits for contractors are included in hourly rates.

3) Travel

Travel		
Activity 1. Travel costs for advisory committee, to meet four times per year; 8 hotel rooms and mileage		10,032
Activity 2. Mileage costs for members of working groups; estimate that one third of those members (30 members at 20 days) will need mileage paid, average at 150 miles per trip, \$.50/mile; (30x20x\$75=)		45,000
Hotels for working group members (60 rooms @ \$90)		5,400
Content-Area Literacy national convention, 12 people (2 per working group) at 3,000 each.		36,000
Activity 3. Mileage and local travel for Adolescent Literacy Specialist (\$100/month x 48 months), including per meal costs and hotels for remote parts of state.		6,312
National travel, once per year @ 3,000		11,565
Activity 4. Mileage for committee members, professional development participants, and members of the Secondary Principals Literacy Institute.		56,000

Hotel costs for committee members, professional development participants, and members of the Secondary Principals Literacy Institute.	61,200
Out of state training (conventions and workshops, 4/year @ 3,000 each)	48,000
Per diem costs (4 years x 100/year x \$36/day)	14,400
Activity 5. Mileage for participants in Family Literacy Center Annual Workshop (10 participants/year x 250 miles x \$.50/mile x 4 years)	5,000

4) Equipment

Equipment	
Activity 1. None	
Activity 2. None	
Activity 3. Computer and related technology for Adolescent Literacy Specialist	4,500
Computer and related technology for Office Specialist;	4,500
Maintenance and presentation equipment	6,000
Activity 4. None	
Activity 5.	

5) Supplies

The basis for cost estimates or computations is the Utah State Materials Bid.

Supplies	
Activity 1. None	
Activity 2. Content Area Literacy texts and teacher books for working group members; 90 people at 3 books each at \$25 per book;	6,750
Office supplies and materials for members of the working groups @ 1,500/year	6,000
Activity 3. Printing of training materials for Professional Development of trainers and teachers	15,000

Purchase of texts for Professional Development	6,000
Office supplies and related materials@\$1,500/year	6,000
Activity 4.	
Printing of training materials for Professional Development (1000 participants x \$10)	10,000
Purchase of texts/books/materials for Professional Development (1,000 x \$30)	30,000
Office supplies and related materials@1,500/year	6,000
Activity 5.	
Training materials for Annual Family Literacy Center Workshops (\$50/participant x 30 participant x 4 years)	6,000
Purchase of current ELL software for each site (purchase will be made when software is adequately evaluate—could be in year 1 or year 2)	34,606

6) Contractual

Contractual		
Activity 1.		
Programming		25,000
Meeting space and necessary meals		3,003
Activity 2.		
Programming		25,000
Meeting space and meals for working group meetings (\$11/lunch for 1800 meals)		19,800
National trainers, 6 days @ 5,000 per day		30,000
Activity 3.		
National trainers, 6 days @ 5,000 per day		30,000
Activity 4.		
Meeting space and meals for committees, professional development, Secondary Principals Literacy Institute, and Annual State Adolescent Literacy Convention (1,736 x \$11 x 4 years)		76,384
Consultants for committees, standards development, Secondary Principals Literacy Institute, and Annual State Adolescent Literacy Conference (6/year @2,500 and 6/year @ 5,000 x 4 years)		180,000
Activity 5.		
Programming for web-based data gathering system (\$5,000/year)		20,000

7) Training Stipends

Training Stipends		
--------------------------	--	--

Activity 1. None		
Activity 2. None		
Activity 3. None		
Activity 4. 25 participants in University Adolescent Literacy Course with new syllabus, \$1,000 tuition each, one cohort each in years 2, 3, and 4.		75,000
Activity 5.		

8) Other

None

9) Total Direct Costs

See Budget Table

10) Indirect Costs

See Budget Table

11) Funding for Involved LEAs

None

12) Supplemental Funding for Participating LEAs

Supplemental for Participating LEAs		
Activity 1. None		
Activity 2. Grants to LEAs for training trainers and teachers in content areas to incorporate the literacy strands into their teaching.		340,106
Activity 3.		
Activity 4. Grants to LEAs for training and implementation of Adolescent Literacy standards and courses, for years 2, 3, and 4.		167,261
Activity 5. None		

Reform Area One Project Three: Ensuring Mathematics Literacy for All Utah Children

Budget Part II: Project-Level Budget Table

Project Name: Ensuring Mathematics Literacy for All Utah Children

Associated with Criteria: Funds will be used to accomplish the State’s plans and meet its targets in Reform Area One: **Adopting Standards and Assessments that Prepare Students to Succeed in the Workplace** and Competitive Priority Two: **STEM**

Goal 1: By August 2010, Utah will adopt and begin implementation of national K-12 standards in mathematics and literacy created in conjunction with the Council of Chief State School Officers national consortium.

Goal 2: By July 2011, Utah will develop and implement high quality instructional materials to support the adoption and implementation of the national standards.

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$148,005	\$200,005	\$95,005	\$117,005	\$560,020
2. Fringe Benefits	\$21,122	\$21,122	\$21,122	\$21,122	\$84,489
3. Travel	\$19,000	\$24,998	\$9,500	\$9,500	\$62,998
4. Equipment	\$9,067	\$-	\$-	\$-	\$9,067
5. Supplies	\$9,325	\$8,260	\$5,873	\$5,800	\$29,258
6. Contractual	\$67,100	\$107,070	\$56,050	\$56,050	\$286,270
7. Training Stipends					\$-
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$273,619	\$361,455	\$187,550	\$209,477	\$1,032,102
10. Indirect Costs*	\$9,332	\$9,332	\$9,332	\$9,332	\$37,329
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$295,143	\$295,143	\$295,143	\$295,143	\$1,180,570
13. Total Costs (lines 9-12)	\$578,094	\$665,930	\$492,025	\$513,952	\$2,250,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

Reform Area One Project Three: Ensuring Mathematics Literacy for All Utah Children

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Activity 1:			
Stipends/Substitute Reimbursements for a one to two week development workshop. Years one and two - 30 participants for 10 days at 200.00 per day. Years three and four – 35 participants for 5 days at 200.00 per day.			\$190,000
Activity 2:			
Year one – development of courses – 20 participants for 5 days at 200.00 per day; Year two – 6 participants at \$2000 total stipend each, Years 3 and 4, 30 participants at \$200 per day for 5 days professional development on new courses, 2 facilitators at \$2000 each.			\$78,000
Educational Specialist – 45% of total salary - \$35,004 per year for 4 years.			\$140,016
Activity 3:			
Educational Coordinator: Supervise all aspects of development and implementation of this work. 15 percent of total salary over 4 years.	15%	\$346,692	\$52,004
Stipends/Substitute Reimbursements – Year 1 - task force participants 20 participants at \$200 per day for 5 days, Year 2 – participants in 2 professional development “train the trainers” weeklong workshops – 40 total participants at 200.00 per day for 10 days.			\$100,000

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.
- Benefits for contractors are included in hourly rates.

3) Travel

Travel: Travel expenses include the average mile reimbursements of \$100 each.	# Trips	\$ per Trip	Total
Activity 1:			

Years one and two – development workshops include 30 participants	4	100	12000
Years three and four – development workshops include 35 participants	2	100	7000
Activity 2:			
Year one – course design workshops include 20 participants anticipate an average of 6 trips per participant	6	100	12000
Year two – PD design workshops include 6 participants – estimate 18 1/3 trips each	18.33	100	10998
Years three and four – Instructional support workshops include 30 participants	2	100	12000
Activity 3			
Year one – travel expenses for 10 of 20 participants in task forces	1	100	1000
Year two – train the trainers workshops include 40 participants for two workshops, estimate 2 trips each	2	100	8000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Activity 2			
Macintosh laptop computer used for editing video clips and creating web enabled video	\$2,038	Macintosh laptop	\$2,038
Three mid-range video cameras for recording video clips for web-based instructional supports. Will be used for all three activities.	\$2,343	Video Camera	\$7,044

5) Supplies

The basis for cost estimates or computations is the Utah State Materials Bid.

Supplies	
Activity 1: Printing, bound instructional materials, unbound instructional materials - estimate	\$6,223
Activity 2: Printing, bound instructional materials, unbound instructional materials - estimate	\$13,700
Activity 2: Printing, bound instructional materials, unbound instructional materials - estimate	\$9,335
Total	\$29,258

6) Contractual

Contractual: contracted services including professional services and contracted rates for lodging and food for professional workshops	% FTE	Base Salary	Total
Activity 1:			
Food and lodging for a one to two week development workshop. Years one and two - 30 participants for 10 days at \$134 per day. Years three and four – 35 participants for 5 days at \$134 per day.			\$107,200
½ programming consultant for development and maintenance of web repository			\$30,000
Activity 2:			
Food and lodging for design, PD development, and instructional support workshops. Year one – 20 participants at \$134 per day for 5 days, Year two – 7 participants at \$11 (lunch) for 10 days, Years three and four – 30 participants at \$134 per day for 5 days.			\$54,370
Contracted services for videotaping			\$20,000
Activity 3:			
Food and lodging for: Year 1 - for task force participants \$1,000 estimated for food, Year 2 – for participants in 2 professional development “train the trainers” weeklong workshops - 40 participants in each workshop at \$134 per day for 5 days times two workshops			\$54,600

7) Training Stipends

NA

8) Other

- NA

9) Total Direct Costs

- See Budget Table

10) Indirect Costs

- See Budget Table

11) Funding for Involved LEAs

NA

12) Supplemental Funding for Participating LEAs

Supplemental Funding for Participating LEAs	Total
Activity 3:	
Competitive or formula grants for school districts not receiving other RttT funds for	\$1,180,570

Reform Area One Project Four: Ensuring Postsecondary Success

Budget Part II: Project-Level Budget Table

Project Name: Ensuring Postsecondary Success

Associated with Criteria: Funds will be used to accomplish the State’s plans and meet its targets in Reform Area One: **Adopting Standards and Assessments that Prepare Students to Succeed in the Workplace Goals 3 and 4,** Competitive Priority Two: **STEM,** and **Priority 5: Invitational Priority - P-20 Coordination, Vertical and Horizontal**

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$398,575	\$606,575	\$491,575	\$355,575	\$1,852,300
2. Fringe Benefits	\$58,773	\$58,773	\$58,773	\$58,773	\$235,092
3. Travel	\$36,000	\$30,000	\$28,000	\$28,000	\$122,000
4. Equipment	\$70,000	\$50,000	\$50,000	\$50,000	\$220,000
5. Supplies	\$113,010	\$113,010	\$119,221	\$119,221	\$464,461
6. Contractual	\$315,000	\$210,000	\$146,000	\$110,000	\$781,000
7. Training Stipends	\$65,000	\$90,000	\$90,000	\$15,000	\$260,000
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$1,056,358	\$1,158,358	\$983,569	\$736,569	\$3,934,853
10. Indirect Costs*	\$25,967	\$25,967	\$25,967	\$25,967	\$103,868
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$190,320	\$190,320	\$190,320	\$190,320	\$761,279
13. Total Costs (lines 9-12)	\$1,272,644	\$1,374,644	\$1,199,856	\$952,856	\$4,800,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

Reform Area One Project Four: Ensuring Postsecondary Success

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Activity 1: Hire Project Manager (1 FTE). This person will be responsible for the overall leadership and management of the Ensuring Postsecondary Success Program. The Project Manager will report to the appropriate Coordinator, and will be responsible for developing programs and partnerships with LEAs, higher education institutions and business/industry.	100%	\$77778	\$311,112
Activity 1: Specialist (1): This person will be responsible for assisting the Project Manager in carrying out specific tasks related to the Ensuring Postsecondary Success program.	25%	\$19445	\$77,780
Activity 1: Office Specialist II (1): This person will serve as clerical support for the Ensuring Postsecondary Success program, and will be under the direct supervision of the Project Manager.	100%	\$36352	\$145,408
Activity 2, Year 1: Stipends for a broad-based committee to develop a career pathway initiative and stipends for teachers to align course work. \$200 x 60 people x 5 days			\$60000
Activity 2, Year 2: Stipends for professional development for guidance counselors and other education support personnel and stipends for teachers to align course work. \$200 x 65 people x 5 days			\$65000
Activity 3, Years 1-4: Stipends for committee members to research and develop academic pathways with the support of lead counselors and university personnel.			\$310000
Activity 4: Stipends for professional development and extended workday for struggling secondary school employees and resource personnel to work with the reorganization of those schools.			\$178000
Activity 6: Stipends for AP Coordinators and for vertical team training			\$160000

Activity 8: Provide stipends for teacher and student summer internships in STEM related fields. Provide stipends for a conference for K-12 educators and industry partners. Provide stipends for the development of a model to increase student participation in the study of STEM fields.			\$365000
Activity 9, Years 2-4: Provide stipends for committee to develop six year plan to address acquisition of critical skills for workforce preparation. To provide professional development for teachers implementing local plans.			\$180000
Total			\$1,852,300

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.
- Benefits for contractors are included in hourly rates.

3) Travel

Explain: Utah has many rural LEAs. The travel money will help us convene and meet as many stakeholders as possible

Travel: Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$36 In State/\$45 Out of State.	# Trips	\$ per Trip	Total
Activity 1: In State travel for Project Manager to visit participating LEAs and Out of State travel to attend necessary conferences.	Varies each year	Varies	\$13500
Activity 2, Year 1: Travel for consultant and committee members			\$3500
Activity 2, Year 2: Travel for consultant and committee members			\$2000
Activity 3, Year 1: Travel for consultants and mileage for committee members			\$3000
Activity 4: Send designated teams from each selected struggling secondary school to a national, or regional, training of their choice.			\$40000
Activity 6: To send school teams to national/regional conferences which support their work.			\$40000
Activity 8:			\$20000

Provide mileage for conference participants and travel expenses for consultants throughout the project.			
Total			\$122,000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Activity 1: Desktop Computers (3): Three desktop computers will be needed to expand our current office and supply the needs of 3 new employees.	\$3000	Computer including monitor	\$9000
Activity 1: Printer (1) and Smartboard (1): The printer, and Smartboard, will be used by all three employees engaged in work with the Ensuring Postsecondary Success program.	\$11000		\$11000
Activity 8: Provide instructional materials for new STEM initiatives and to enhance existing STEM initiatives.			\$200000
Total			\$220,000

5) Supplies

The basis for cost estimates or computations is the Utah State Materials Bid.

Supplies:	Cost of Item	Item Description	Total
Activity 1: Office supplies	\$6000	Ink cartridges, paper, pens, folders, etc.	\$24000
Activity 2: Career pathway materials	Varies	Brochures, pamphlets, and flyers related to career pathways.	\$185029
Activity 3, Years 1-4: Academic pathway materials	Varies	Brochures, pamphlets, and flyers related to academic pathways.	\$107529
Activity 4: Materials for instructional use and professional development		Books, multicultural and/or motivational materials	\$34423
Activity 6: To purchase software and instructional materials to build academic capacity with			\$81057

disadvantaged subgroups.			
Activity 8: Instructional materials for professional development training and for classroom use.		Books, software, training manuals, and manipulatives.	\$20000
Activity 9, Years 3 & 4: Provide instructional materials for professional development.			\$12423
Total			\$461,461

6) Contractual

Contractual:	Item Description	Total
Activity 2, Years 1 & 2: Contract with educational (K-16) and industry experts to facilitate the development of the career and college pathways and to align course work.		\$125000
Activity 3, Year 1: Contract for the development and implementation of a pathways website.		\$20000
Activity 4: Hotel contract to host annual meeting for participating schools. Consultant to work directly with the redesigned and/or reorganization of the school.		\$100000
Activity 6: Contract with consultant to create and implement plan to address equal access to AP and Concurrent Enrollment classes.		\$300000
Activity 8: Consultants for conference, the development of the model, and to assist with the implementation of developed projects.		\$76000
Activity 9: To conduct a statewide study of workforce preparation to ascertain the skills required for students to be successful in the workforce. To utilize the results to assist LEAs in the development of local plans. To serve as facilitators for the collaboration between business/industry and education.		\$160000
Total		\$781,000

7) Training Stipends

Training Stipends:	Item Description	Total
Activity 6: Provide professional development to teams from the two high needs LEAs		\$60000
Activity 8: To provide sustained professional development (including yearlong internships with industry partners) for practicing educators in STEM related fields.		\$200000
Total		\$260,000

8) Other

- None

9) Total Direct Costs

- See Budget Table

10) Indirect Costs

- See Budget Table

11) Funding for Involved LEAs

- None

12) Supplemental Funding for Participating LEAs

Supplemental Funding for Participating LEAs	Item Description	Total
Activity 6: Formula grants for each identified high need LEA to develop and implement an action plan to increase the number of disadvantaged subgroups in AP and Concurrent Enrollment classes.		\$761,279
Total		\$761,279

Reform Area One Project Five: Improving Early Learning Outcomes

Budget Part II: Project-Level Budget Table					
Project Name: Improving Early Learning Outcomes					
Associated with Criteria: Funds will be used to accomplish the State’s plans and meet its targets in Reform Area One: Adopting Standards and Assessments that Prepare Students to Succeed in the Workplace, and Invitational Priority 3: Innovations for Improving Early Learning Outcomes					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$284,857	\$314,857	\$307,857	\$254,857	\$1,162,428
2. Fringe Benefits	\$48,205	\$48,205	\$48,205	\$48,205	\$192,820
3. Travel	\$38,823	\$48,123	\$45,843	\$45,843	\$178,632
4. Equipment	\$9,000	\$5,590	\$2,000	\$2,000	\$18,590
5. Supplies	\$40,000	\$50,000	\$50,000	\$50,000	\$190,000
6. Contractual	\$45,200	\$45,200	\$45,200	\$45,200	\$180,800
7. Training Stipends		\$61,333	\$61,333	\$61,333	\$184,000
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$466,085	\$573,308	\$560,438	\$507,438	\$2,107,270
10. Indirect Costs*	\$21,298	\$21,298	\$21,298	\$21,298	\$85,192
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$202,930	\$268,203	\$268,203	\$268,203	\$1,007,538
13. Total Costs (lines 9-12)	\$690,313	\$862,809	\$849,939	\$796,939	\$3,200,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

Reform Area One Project Five: Improving Early Learning Outcomes

BUDGET NARRATIVE

1) Personnel

Personnel (Fringe benefits have not been separated out from teacher stipends.)		
Activity 1. Stipends for Kindergarten Common Data Protocol Committee members 3 summer days @ \$250 x 15 members = 11,250/year x 4 years = 2 school year days @ \$100 for sub costs x 15 members = 3,000/year x 4 years = Stipends for LEA trainers and coaches professional development 38 participants x 6 days/year x \$100 sub costs = 22,800/year x 4 =		45,000 12,000 91,200
Activity 2. Full Day/Extended Day Kindergarten Data Committee 1 summer mtg x 15 participants x \$250 stipend = \$3,750/year 2 school year mtgs x 15 participants x \$100 sub costs = \$3,000/year		15,000 12,000
Activity 3. Pre-K Assessment Committee (years 2-4 after development of standards) 2 summer days @ \$250 each x 15 participants = \$7500/year 2 school year days @ \$100 for subs x 15 participants = \$3,000/year Pre-K Web Site Committee will develop a full-service elegant web site for parents and providers, with a priority to provide services to those who work with high-risk pre-K children. 2 summer days @ \$250 each x 15 participants = \$7500/year 2 school year days @ \$100 for subs x 15 participants = \$3,000/year		30,000 12,000 30,000 12,000
Activity 4. Stipends for the Pre-K Academic Standards Committee development of Pre-K Academic Standards (20 members x 24 days over 4 years x \$250/day; Year 1 9 days, Years 2-4 5 days) Stipends for Professional Development on Pre-K Academic Standards to be done in Years 2-4 (200 people per year x 1 day x \$250/day) Stipends for submitting lesson plans and parent activities to lesson plan/activity repository in Pre-K site (Year 1, 240; Year 2, 240; Year 3, 212.		120,000 150,000 173,000
Activity 5. Hire a Curriculum Specialist to direct efforts in Early Literacy; Specialist level (\$77,778/year)	1.0 FTE	311,112

Hire support staff for the Specialist; Office Assistant 1 (\$31,779/year)	1.0 FTE	127,116
Stipends for Specialist to provide professional development		22,000

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.
- Benefits for contractors are included in hourly rates.

3) Travel

Travel		
Activity 1. Mileage projected for 10% of Committee work and Professional Development = 660 days/year x .1 x 200 miles x \$.5/mile = \$6,600/year		26,400
Hotel usage projected at 10% of Committee work and Professional Development = 660 days/year x .1 x \$90 = \$5,940/year		23,760
National convention 1 Curriculum Specialists x 1/year x 3,000 = 3,000/year x 4 years =		12,000
Activity 2. Mileage for 10% of Committee days 45 days x .1 x 200 miles x \$.5/mile = \$450/year		1,800
Hotel usage for 10% of Committee days 45 days x .1 x \$90 = \$405/year		1,620
Activity 3. Mileage for 10% of Committee days Year 1 60 days x .1 x 200 miles x \$.5/mile = \$600/year Year 2 120 days x .1 x 200 miles x \$.5/mile = \$1,200/year		3,420
Hotel usage for 10% of Committee days Year 1 60 days x .1 x \$90 = \$540/year Year 2 120 days x .1 x \$90 = \$1,080/year		
Activity 4. Mileage for 50% of training days: Year 1 = 50% x 180 days x \$.5/mile x 200 miles = 9,000 Years 2-4 = 50% x 300 days x \$.5/mile x 200 miles = 15,000 x 3 = 45,000		9,000 45,000
Hotels for 20% of training days: Year 1 = 20% x 180 days x \$90/day = 3,240 Years 2-4 = 20% x 300 days x \$90/day = 5,400 x 3 years = 16,200		3,240 16,200
National conference for Curriculum Specialist 3,000 x 4 years = 12,000		12,000
Mileage for Curriculum Specialist @ \$100/month x 48 months = 4,800		4,800
Hotels for Curriculum Specialist 3 times/year x \$90 x 4 years = \$1,080		1,080
Activity 5. Mileage and local travel for Adolescent Literacy Specialist (\$100/month x 48 months), including per meal costs and hotels for remote parts of state.		6,312

National travel, once per year @ 3,000	12,000
--	--------

4) Equipment

Equipment	
Activity 1. None	
Activity 2. None	
Activity 3. None	
Activity 4. None	
Activity 5. Computer and related technology for Curriculum Specialist and Office Specialist 1 (4,500 each); 2,000 in years 2, 3, and 4; equipment for presentation	9,000 6,000 3,590

5) Supplies

The basis for cost estimates or computations is the Utah State Materials Bid.

Supplies	
Activity 1. Materials for Professional Development 200 participants x \$50 = \$10,000/year	40,000
Printing for Professional Development 200 participants x \$50 = \$10,000/year	40,000
Office supplies and related materials \$1,500/year	6,000
Activity 2. Annual Conference printing (100 participants x \$50 each = \$5,000/year)	20,000
Office supplies and related materials (\$1,500/year)	6,000
Activity 3. Printing for Committee work and products 30 participants x \$50 = \$1,500/year	6,000
Office supplies and related materials (\$1,500/year)	6,000
Activity 4. Printing of Pre-K Standards and training materials (600 x \$50)	30,000
Office supplies and related materials (\$1,500/year)	6,000
Activity 5.	

Office supplies and materials for Curriculum Specialist and Office Specialist 1 (1,500/year)	6,000
Materials for professional development	24,000

6) Contractual

Contractual	
Activity 1. Programming to make Kindergarten Data gather instruments and scoring protocols web based (5,000/year)	20,000
Consultants to assist in development of common data protocols and for Professional Development (8,000/year)	32,000
Meals and meeting space (200 x \$11 = 2,200/year)	8,800
Activity 2. Local and national consultants/trainers (10,000/year)	40,000
Activity 3. Programming for Pre-K Support Site (\$5,000/year)	20,000
Activity 4. Programming for web-based hosting of Pre-K Academic Standards \$5,000/year	20,000
National and local Early Childhood consultants \$10,000/year	40,000

7) Training

Training Stipends	
Activity 1. None	
Activity 2. None	
Activity 3. None	
Activity 4. Professional Development	75,000
Activity 5. Professional Development	109,000

8) Other

None

9) Total Direct Costs

- See Budget Table

10) Indirect Costs

- See Budget Table

11) Funding for Involved LEAs

None

12) Supplemental Funding for Participating LEAs

Supplemental Funding for Participating LEAs	
Activity 2. Competitive grants to LEAs for Full-day/Extended-Day Kindergarten support/demonstration sites; priority to high-need with low or no Title 1 funding Approximately 72,130/year	288,520
Activity 3. Expansion of UPSTART or other Pre-K intervention and support systems Approximately 67,800/year	271,200
Activity 4. Grants to LEAs hosting preschools, with first priority to CTE preschool programs, in Years 2-4	195,817
Activity 5. Capacity building grants Approximately 63,000/year	252,000

Reform Area One Project Six: Refinement of Utah Performance Assessment System for Students (U-PASS) Testing

Budget Part II: Project-Level Budget Table

Project Name Project Six: Refinement of Utah Performance Assessment System for Students (U-PASS) Testing

Associated with Criteria: Reform Area One Measurable Goals: Adopting Standards and Assessments that Prepare Students to Succeed in the Workplace Goal 4: By 2012, Utah will develop a system to monitor student enrollment in courses preparing students for post-secondary education that will provide feedback to students, parents, and schools.

Goal 5: By 2014, Utah, working with the national consortium, will implement high quality assessments that are aligned with the standards to determine student academic achievement. (Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$616,000	\$416,000	\$129,000	\$129,000	\$1,290,000
2. Fringe Benefits	\$271,040	\$183,040	\$56,760	\$56,760	\$567,600
3. Travel	\$13,900	\$10,000	\$10,000	\$10,000	\$43,900
4. Equipment	\$3,450,000	\$1,382,264			\$4,832,264
5. Supplies					\$-
6. Contractual	\$3,137,500	\$3,317,500	\$3,217,500	\$3,217,500	\$12,890,000
7. Training Stipends					\$-
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$7,488,440	\$5,308,804	\$3,413,260	\$3,413,260	\$19,623,764
10. Indirect Costs*	\$83,160	\$56,160	\$17,415	\$17,415	\$174,150
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$400,522	\$400,522	\$400,522	\$400,522	\$1,602,086
13. Total Costs (lines 9-12)	\$7,972,122	\$5,765,486	\$3,831,197	\$3,831,197	\$21,400,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

Reform Area One Project Six: Refinement of Utah Performance Assessment System for Students (U-PASS) Testing

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be contracted as temporary hourly employees for the project.	% FTE	Base Salary	Total
Participate in the formative and interim assessment consortium while expanding informal, ongoing formative assessment of math and reading in all schools.			
<ul style="list-style-type: none"> Contract IT analysts @ \$100/hr (2 in year 1/2, .5 in year 3/4) Data Analyst @ \$100/hr (250 hrs. years 3/4) Special Ed Specialist @\$100 hr (200 hrs. year 1) 	1.00	\$208,000	\$1,040,000 \$50,000 \$200,000

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.
- Benefits for contractors are included in hourly rates.

3) Travel

	# Trips	\$ per Trip	Total
Travel to LEAs for technical consulting and training			
Mileage (at an estimated average of 150 miles each @ \$.36/mile)	350	\$54	\$18,900
Overnight stay (estimated at \$200/day)	125	\$200	\$25,000

Staff will need to make numerous trips to LEAs to for technical consulting and training.

4) Equipment

	Cost of Item	Items	Total
Student computer testing stations at \$1,000 per station, 1,100 computers per year during year 1 and year 2	\$1,000	4,832	\$4,832,264

5) Supplies

n/a

6) Contractual

1. USOE will contract with individual teachers from all LEAs across the state to write test items for the formative assessments. These items will then be leveraged in the sharing process of the interim assessment consortium.

Cost per teacher per day \$100 at 3,300 teacher days per year in years 2/3/4

2. High speed internet connections for 90 schools below current standard.

\$75,000 per school for 90 schools = 6,750,000

3. RFP for development/deployment of K assessment 250,000 year 1, 100,000 year 2

4. Contract services with existing ELL consortium at \$1,200,000 per year in years 1-4

7) Training Stipends

n/a

8) Other

n/a

9) Total Direct Costs

See Budget

10) Indirect Costs

See Budget

11) Funding for Involved LEAs

12) Supplemental Funding for Participating LEAs

	Total
Activity 2:	
Capacity grants for school districts needing additional RttT funds for implementation of on-line testing Initiatives. The number of LEAs will vary according to need.	\$1,525,460

Reform Area Two Project One: Expansion and Adaptation of State Longitudinal Data Systems (SLDS)

Budget Part II: Project-Level Budget Table

Project Name: Expansion and Adaptation of State Longitudinal Data Systems (SLDS)
Associated with Criteria: Reform Area 2 Measurable Goals: Building Data Systems that Measure Student Growth and Success, and Inform Teachers and Principals about How They Can Improve Instruction

Goal 1: By December 2014, Utah will fully implement a statewide, high-quality longitudinal data system to measure the academic achievement of students and link their achievement to educator readiness and preparation

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$122,720	\$397,280	\$397,280	\$397,280	\$1,314,560
2. Fringe Benefits	\$53,997	\$174,803	\$174,803	\$174,803	\$578,406
3. Travel		\$16,200	\$16,200	\$8,100	\$40,500
4. Equipment	\$233,859	\$365,124			\$598,983
5. Supplies					\$-
6. Contractual	\$2,652,000	\$1,560,000			\$4,212,000
7. Training Stipends					\$-
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$3,062,576	\$2,513,407	\$588,283	\$580,183	\$6,744,449
10. Indirect Costs*	\$23,857	\$77,231	\$77,231	\$77,231	\$255,550
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs					\$-
13. Total Costs (lines 9-12)	\$3,086,433	\$2,590,638	\$665,514	\$657,414	\$7,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

Reform Area Two Project One: Expansion and Adaptation of State Longitudinal Data Systems (SLDS)

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Activity 6 - To introduce new data elements to allow connections between measures of quality instruction, teacher practice, strategies, teacher performance and student achievement:			
• SEA IT Analyst (years 2-4)	1.00	68,640	205,920
• SEA data analyst/statistician/trainer (years 1-4)	1.00	66,560	266,240
Activity7 -To integrate the Utah SIS2000+ system’s grade book with the Utah Test Item Pool (UTIPS) formative assessment delivery system:			
• SEA IT Analysts (3 in years 2-4)	1.00	68,640	617,760
• SEA data analyst/trainer (years 1-4)	1.00	56,160	224,640

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.
- Benefits for contractors are included in hourly rates

3) Travel

Activity 6 -To introduce new data elements to allow connections between measures of quality instruction, teacher practice, strategies, teacher performance and student achievement:

SEA Staff will need to make numerous trips to plan for and manage the activity. Some trips will be out-of-state to national conferences and meetings, but most will be to LEAs within the state for technical consulting and training.

For the second and third years of the activity, these trips will be budgeted.

- 2 out-of-state trips to national meetings/conferences @ \$1500 each
- 50 in-state trips of 150 miles each @ \$.36/mile
- 12 in-state overnight stays at \$200/day

For the fourth year of the activity, these trips will be budgeted.

- 1 out-of-state trips to national meetings/conferences @ \$1500 each
- 25 in-state trips of 150 miles each @ \$.36/mile
- 6 in-state overnight stays at \$200/day

Activity 7 -To integrate the Utah SIS2000+ system's grade book with the Utah Test Item Pool (UTIPS) formative assessment delivery system:

SEA Staff will need to make numerous trips to plan for and manage the activity. Some trips will be out-of-state to national conferences and meetings, but most will be to LEAs within the state for technical consulting and training.

For the second and third years of the activity, these trips will be budgeted.

- 2 out-of-state trips to national meetings/conferences @ \$1500 each
- 50 in-state trips of 150 miles each @ \$.36/mile
- 12 in-state overnight stays at \$200/day

For the fourth year of the activity, these trips will be budgeted.

- 1 out-of-state trips to national meetings/conferences @ \$1500 each
- 25 in-state trips of 150 miles each @ \$.36/mile
- 6 in-state overnight stays at \$200/day

For each of these activities the USOE plans to hire local contractors or national contractors with local offices in order to avoid paying contractor travel costs.

4) Equipment

This project with its two activities has as its primary outcomes new software to expand the capability and functionality of existing software systems. For activities 6 and 7, these software outcomes/products require new hardware and upgrades to existing hardware infrastructure (servers and telecommunications) to accommodate additional data and network loads. Activity 6 is being budgeted \$353,124 for these needs while activity 7 is being budgeted \$231,859. In addition, funds for laptops for new USOE staff member

have been budgeted at \$2000 each. These hardware items, which will also include some systems software purchases, will be purchased through existing state contracts.

5) Supplies

No significant additional supplies are required.

6) Contractual

For each activity the USOE will rely heavily on the professional services of IT contractors that have the requisite technical and business expertise to complete the work. In each case, the contractors will be the primary parties responsible for the delivery of the software needed to fulfill the requirements, outcomes and products of the project.

Activity 6 - To introduce new data elements to allow connections between measures of quality instruction, teacher practice, strategies, teacher performance and student achievement:

- Contract IT analysts @ \$100/hr (4 in year 1, 2 in year 2) for a total of \$1,248,000
- Contract manager/analyst/leader @ \$125/hr (2 in year 1, 1 in year 2) for a total of \$780,000

Activity 7 - To integrate the Utah SIS2000+ system's grade book with the Utah Test Item Pool (UTIPS) formative assessment delivery system:

- Contract IT analysts @ \$100/hr (5 in year 1, 3 in year 2) for a total of \$1,664,000
- Contract manager/analyst/leader @ \$125/hr (1 in year 1, 1 in year 2) for a total of \$520,000

All such contracts will be made through competitive bidding processes as specified in the State of Utah procurement code and in the procedures specified for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

n/a

8) Other

n/a

9) Total Direct Costs

See Budget Table

10) Indirect Costs

See Budget Table

11) Funding for Involved LEAs

12) Supplemental Funding for Participating LEAs

Reform Area Two Project Two: Effective Data Access for Instructional Improvement

Budget Part II: Project-Level Budget Table

Project Name: Effective Data Access for Instructional Improvement

Associated with Criteria: Reform Area 2 Measurable Goals: Building Data Systems that Measure Student Growth and Success, and Inform Teachers and Principals about How They Can Improve Instruction

Goal 1: By December 2014, Utah will fully implement a statewide, high-quality longitudinal data system to measure the academic achievement of students and link their achievement to educator readiness and preparation.

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$214,240	\$214,240	\$214,240	\$214,240	\$856,960
2. Fringe Benefits	\$94,266	\$94,266	\$94,266	\$94,266	\$377,062
3. Travel	\$14,400	\$14,400	\$14,400	\$14,400	\$57,600
4. Equipment	\$400,000	\$100,000			\$500,000
5. Supplies					\$-
6. Contractual	\$1,768,000	\$1,768,000	\$1,352,000	\$936,000	\$5,824,000
7. Training Stipends					\$-
8. Other	\$1,750	\$1,750	\$1,750	\$1,750	\$7,000
9. Total Direct Costs (lines 1-8)	\$2,492,656	\$2,192,656	\$1,676,656	\$1,260,656	\$7,622,622
10. Indirect Costs*	\$41,648	\$41,648	\$41,648	\$41,648	\$166,593
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$210,785				\$210,785
13. Total Costs (lines 9-12)	\$2,745,089	\$2,234,304	\$1,718,304	\$1,302,304	\$8,000,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Reform Area Two Project Two: Effective Data Access for Instructional Improvement

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director (years 1-4): will be responsible for the overall leadership and management of the Data Management System	1.00	81,120/yr	324,480
IT Consultant/Trainers (years 1-4): will provide support to LEAs in developing and implementing the Data Management System	2.00	66,560/yr	532,480

Newly hired personnel will train, consult and support the development and implementation of Local Data Management Systems.

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.

3) Travel

	# Trips	\$ per Trip	Total
Travel to LEAs for technical consulting and training			
Mileage (at an estimated average of 150 miles each @ \$.36/mile)	400	\$54	\$21,600
Overnight stay (estimated at \$200/day)	180	\$200	\$36,000

Staff will need to make numerous trips to LEAs to for technical consulting and training.

4) Equipment

	Cost of Item	Total
Hardware at SEA and LEA levels to support software	\$494,000	\$494,000
Laptop Computers (3)	\$2,000	\$6,000

Equipment will be needed to support software and supply needs of 3 new employees.

5) Supplies

n/a

6) Contractual

Estimating 2,080 hours a year	% FTE	\$/hr	Base Salary	Total
Project Manager (years 1-4)	1.00	\$125	260,000/yr	1,040,000
Lead IT Analyst/Programmer (years 1-4)	1.00	\$125	260,000/yr	1,040,000
IT Analysts/Programmers (years 1-4)	2.00	\$100	208,000/yr	1,664,000
IT Analysts/Programmers (years 1-3)	2.00	\$100	208,000/yr	1,248,000
IT Analysts/Programmers (years 1-2)	2.00	\$100	208,000/yr	832,000

For software development of the Data Management System:

- In the first and second years will need 6 IT Analysts/Programmers at \$100/hr, 2 Lead IT Analysts/Programmers at \$125/hr and 1 Project Manager at \$125/hr.
- In the third year will need 4 IT Analysts/Programmers at \$100/hr, 1 Lead IT Analyst/Programmer at \$125/hr and 1 Project Manager at \$125/hr.
- In the fourth year will need 2 IT Analysts/Programmers at \$100/hr, 1 Lead IT Analyst/Programmer at \$125/hr and 1 Project Manager at \$125/hr.

7) Training Stipends

- n/a

8) Other

	Cost Per Year	Total
Printing	\$250	\$1,000
Communications	\$1,500	\$6,000

Printing and communication costs in working with LEAs.

9) Total Direct Costs

See budget chart

10) Indirect Costs

See budget chart

11) Funding for Involved LEAs

12) Supplemental Funding for Participating LEAs

\$210,785 additional funding from SEA to help LEA equipment costs in year 1

- For hardware to support LEA Data Management System

Reform Area Two Project Three: Effective Data Use

Budget Part II: Project-Level Budget Table

Project Name: Effective Data Use

Associated with Criteria: Reform Area 2 Measurable Goals: Building Data Systems that Measure Student Growth and Success, and Inform Teachers and Principals about How They Can Improve Instruction

Goal 2: By December 2014, all participating LEAs will adopt and implement local instructional improvement systems to support the effective use of student data to inform instruction.

Goal 3: By December 2014, all LEA data teams, including at minimum superintendents, curriculum directors, and assessment directors, will participate in PD using the statewide data and create a plan for ongoing LEA training on the system.

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$199,680	\$399,360	\$632,320	\$898,560	\$2,129,920
2. Fringe Benefits	\$87,859	\$175,718	\$278,221	\$395,366	\$937,165
3. Travel	\$49,250	\$40,100	\$21,200	\$7,700	\$118,250
4. Equipment	\$51,000	\$75,000	\$30,000		\$156,000
5. Supplies					\$-
6. Contractual	\$52,000	\$52,000	\$52,000	\$52,000	\$208,000
7. Training Stipends	\$9,887	\$9,887	\$9,887	\$9,887	\$39,549
8. Other	\$148,915	\$247,515	\$99,615	\$1,015	\$497,060
9. Total Direct Costs (lines 1-8)	\$598,591	\$999,581	\$1,123,243	\$1,364,529	\$4,085,944
10. Indirect Costs*	\$38,818	\$77,636	\$122,923	\$174,680	\$414,056
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs					\$-
13. Total Costs (lines 9-12)	\$637,409	\$1,077,216	\$1,246,166	\$1,539,209	\$4,500,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Reform Area Two Project Three: Effective Data Use

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
3 Consultant/Trainers (years 1-4)	3.00	66,560/yr	798,720
6 Data Mentors (half funding, years 2-4)	3.00	66,560/yr	599,040
7 Data Mentors (half funding, years 3-4)	3.50	66,560/yr	465,920
8 Data Mentors (half funding, year 4)	4.00	66,560/yr	266,240

Newly hired Consultant/Trainers will continue the development of the Principals Data Institute. They will run Principal Data Institutes, train core LEA data teams and Data Mentors.

SEA will help LEAs fund 21 additional Data Mentors (pay ½ salary).

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.

3) Travel

	# Trips	\$ per Trip	Total
Instate travel for trainings			
Mileage (at an estimated average of 150 miles each @ \$.36/mile)	1375	\$54	\$74,250
Overnight stay (estimated at \$200/day)	100	\$200	\$20,000
Out of State Travel	16	\$1,500	\$24,000

Staff will need to travel out of state to national trainings.

- 8 staff to 2 national trainings in the first year.

Staff will need to travel instate to the Principal Data Institute and to meet with Data Mentors.

- 5 staff traveling to 5 sessions of 13 Data Institutes in year one
- 5 staff traveling to 5 sessions of 24 Data Institutes in year two
- 5 staff traveling to 5 sessions of 10 Data Institutes in year three
- 200 follow-up visits over 4 years

4) Equipment

	Cost of Item	Total

Laptop Computers (3)	\$2,000	\$6,000
Books (25,000)	\$60	\$150,000

Laptop will be needed to supply needs of 3 new employees. SEA will also supply books to Data Institute participants.

5) Supplies

n/a

6) Contractual

Estimating 2,080 hours a year	% FTE	\$/hr	Base Salary	Total
Graphic Designer (year 1)	0.50	\$100	\$104,000	\$52,000

For developing presentations for the Data Institute will need one Graphic Designer.

7) Training Stipends

- assist LEA matching funds

8) Other

	Cost Per Year	Total
Printing	\$4,500	\$18,000
Food	\$118,750	\$475,000
Communication	\$1,015	\$4,059

Printing costs are for binders (hand outs) for Data Institute. Lunch (\$11) and two snacks (\$4 each) provided to Data Institute participants. (25,000 participants * \$19 = 475,000)

9) Total Direct Costs

See budget chart

10) Indirect Costs

See budget chart

11) Funding for Involved LEAs

12) Supplemental Funding for Participating LEAs

Reform Area Three Project One: Utah Continuum of Support for Educator Excellence

Utah Continuum of Support for Educator Excellence

Associated with Criteria: Reform Area 3: Recruiting, Developing, and Retaining Effective Teachers and Principals, Especially Where They Are Needed Most

Goal 1: By December 2014, a new statewide continuum of support for developing practicing teachers and principals will be implemented.

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$2,617,324	\$631,585	\$646,348	\$661,702	\$4,556,958
2. Fringe Benefits	\$156,123	\$162,397	\$168,893	\$175,649	\$663,062
3. Travel	\$76,926	\$94,696	\$66,066	\$58,126	\$295,814
4. Equipment	\$27,683	\$200,000			\$227,683
5. Supplies	\$23,000	\$43,000	\$43,000	\$18,000	\$127,000
6. Contractual	\$2,245,155	\$2,245,155	\$2,245,155	\$2,245,155	\$8,980,618
7. Training Stipends		\$162,500	\$262,500	\$100,000	\$525,000
8. Other	\$7,500	\$7,500	\$7,500	\$7,500	\$30,000
9. Total Direct Costs (lines 1-8)	\$5,153,710	\$3,546,832	\$3,439,462	\$3,266,131	\$15,406,135
10. Indirect Costs*	\$68,978	\$71,750	\$75,532	\$77,605	\$293,865
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs					\$-
13. Total Costs (lines 9-12)	\$5,222,688	\$3,618,582	\$3,514,994	\$3,343,736	\$15,700,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Project One - UCSEE - Utah Continuum of Support for Educator Excellence

BUDGET NARRATIVE

1) Personnel

<p>Personnel: The following requested personnel will all be hired as employees of the project.</p> <ul style="list-style-type: none"> Salary computed from USOE salary schedule at mid-range of personnel position in order to attract quality candidates who are skilled in areas of leading educator quality initiatives. Total figure is comprised of four years of salary that includes a 4% cost of living increase for each year. 	<p>% FTE</p>	<p>Base Salary</p>	<p>Total</p>
<p>UCSEE Project Coordinator (1A) The UCSEE Project Coordinator will be responsible for the overall leadership and management of the Pre-service Practitioner initiatives. Initiatives include developing standards, tools, and resources to support preparation of millennial and resident teachers. The Coordinator will be hired from a pool of applicants with successful experience in the following: school and or district administration, interaction with teacher preparation programs, collaboration with IHEs and districts, leading mentoring initiatives and overall support of new teachers.</p>	<p>100%</p>	<p>\$86,673 x 4 years + yearly cost of living increase @4%</p>	<p>\$368,265</p>
<p>UCSEE Professional Learning Specialist (1C) The Professional Learning Specialist will focus on initiatives supporting the Developing Practitioner and building capacity in LEAs for all educators on the continuum. Initiatives will include developing and adopting updated NSDC professional learning standards, professional development toolkits, online resources and trainer of trainer models. Qualifications for the position include excellent facilitation skills, successful professional development leadership experience, excellence in working with adult learners, and successful teaching and/or school leadership experience.</p>	<p>100%</p>	<p>\$77,778 x 4 years + yearly cost of living increase @4%</p>	<p>\$330,281</p>
<p>UCSEE Teacher Leader Project Specialist (1D) The Teacher Leader Project Specialist will be responsible for facilitating a Teacher Leader Advisory Board, leading Board work to develop Teacher Leader Standards and programs, leading Teacher Leader cadres and building capacity in LEAs to continue the support of Teacher</p>	<p>100%</p>	<p>\$77,778 x 4 years + yearly cost of living increase @4%</p>	<p>\$330,281</p>

Leaders.			
<p>UCSEE Outreach Specialist (1C) The Outreach Specialist position will focus on developing partnerships with LEAs, business and community leaders to provide summer internships for developing teachers and teacher leaders to improve their content knowledge and leadership skills. Requirements for this position will include excellent communication and organizational skills as well as experience with developing community partnerships</p>	50%	\$77,778 x 4 years + yearly cost of living increase @4%	\$165,141
<p>UCSEE Executive Secretary (1A) – Responsible for all secretarial duties for the UCSEE Project Coordinator. Will oversee support for all UCSEE projects including budgets, coordination efforts, travel, etc. Will open position to current employees of USOE.</p>	100%	\$37,354 x 4 years + yearly cost of living increase @4%	\$158,622
<p>Office Specialist II (1B-D) – Support for UCSSE Specialists. Will work with professional development and outreach activities including but not limited to correspondence, preparation and dissemination of materials.</p>	100%	\$36,352 x 4 years + yearly cost of living increase	\$154,367
<p>Committee Member Stipends – teacher and principal members involved in development committees will received stipends for participation to pay for work incurred outside of workday (i.e. reading, data analysis, writing) USOE, IHE and UCSEE personnel will not be compensated</p>	40	40 total educator participants on 5 UCSEE committees x \$250	\$100,000
<p>Professional Development Stipends – Educators engaged in professional development during year-round off-track days, weekends or evenings will receive compensation for their time at the rate of \$200 per day or \$100 per half day.</p>	1000	50% @ \$200 50% @ \$100	\$150,000
<p>Pilot Project Participation Stipends – Educators involved in pilot projects will be given a stipend on average of \$2500 for participation, data collection, self reflection, evaluation and analysis. Pilots include collaborative induction models (50), teacher leader cadre (25), IHE/LEA pre-service/resident partnership pilot sites (cooperating teachers)(30), teacher leader performance assessment pilot phase (25), and pre-service performance assessment pilot group (100).</p>	230	\$2500 average	\$575,000

<p>Teacher Leader Cadre Stipends – The Teacher Leader Cadre members will be given a stipend to help with expenses associated with professional development, portfolio preparation, and performance exam expenses. The initial cadre participants will also be engaged in development activities outside of the workday. Initial 25 participants will continue on during the four year period through online and self-generated collaboration activities</p> <p>Substitute funding for teacher release to engage in committee work and professional development related to UCSEE implementation activities. Over a four year period it is intended that all active educators in Utah will engage in professional learning activities according to their place on the continuum and individual growth needs. LEAs will augment this budget with support from their budget. This will pay for professional learning sponsored by SEA.</p>	75 part.	25 @ \$5000 50 @ 2000	\$225,000
	5000	4 days per participant @100 per day	\$2,000,000
Total Personnel			4,556,958

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.

3) Travel

<p>Travel: Travel for Project One focuses on development work, technical assistance to IHES and LEAs during implementation and monitoring visits for institutionalization and evaluation. Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$36 based on state government rates. Hotel rooms for in state travel average at \$90 while out of state rate is \$250, airfare averages \$650 and per diem at \$50, plus other transportation and travel costs. Therefore, the average in state trip is quoted as \$226 while an out of state trip for one person is listed at \$2500. These are averages depending on the length and duration of travel.</p> <p>Travel for development work will be in the first year of project while travel for implementation, technical assistance and professional development will occur in years two and three. Support will occur through use of technology for online meetings and technical assistance where possible. Desk monitoring will accompany onsite monitoring visits to minimize travel expenses.</p>	# Trips	\$ per Trip	Total
Pre-service Practitioner:			

<ul style="list-style-type: none"> Participants of development teams for program approval standards (15 committee members x 5 trips) 	75	226	\$16,950
<ul style="list-style-type: none"> IHE professional development for new standards (10 IHEs) 	10	226	2260
<ul style="list-style-type: none"> Development of performance assessment for pre-service (trips to or by consultant – out of state) 	3	2500	7500
<ul style="list-style-type: none"> Technical assistance at sites for resident pilot programs (increase over four year period with increase of sites) 	30	226	6780
<ul style="list-style-type: none"> LEA technical assistance for expanded support to alternative route teachers (ARL on site cadre support 15 each year for 3 years) 	45	226	10170
<ul style="list-style-type: none"> Ongoing pre-service committee meetings with IHE and LEAs (5 per year for development and monitoring) 	20	226	4520
<ul style="list-style-type: none"> Professional development support for standards (10 sites in 2 years) 	10	226	2260
<ul style="list-style-type: none"> Attendance at out of state and in state conferences related to pre-service revisions. (4 committee members each year for 4 years) 	16	2500	40,000
Novice Practitioner:			
<ul style="list-style-type: none"> On site visits for IHE/LEA collaborative induction models, (One pilot site 1st year to involvement of all 10 IHEs in fourth year) 	25	226	5650
<ul style="list-style-type: none"> On site delivery of professional development for improved induction programs, 	30	226	6780
<ul style="list-style-type: none"> Out of state travel to /from New Teacher Center to work with staff members in developing and administering Teacher Working Conditions Survey. (2 staff members x 2 trips) 	4	2500	10,000
<ul style="list-style-type: none"> Travel to additional LEA and IHE sites to expand pilot programs for collaborative induction, 	15	226	3390
<ul style="list-style-type: none"> Travel to LEAs to implement Working Conditions Survey, (various stakeholder group meetings to lay groundwork for survey) 	10	226	2260
<ul style="list-style-type: none"> Technical assistance to LEAs for improved induction and mentoring, 	30	226	6780
<ul style="list-style-type: none"> Monitoring of improvement in induction and mentoring practices, 	30	226	6780
<ul style="list-style-type: none"> In-state conferences for updates on best induction practices (2 project staff members x 2 day conferences per year) 	8	452	3616
<ul style="list-style-type: none"> Out of state conferences for updates on best induction practices,(2 staff members x 1 per year) 	8	2500	20,000
<ul style="list-style-type: none"> On site monitoring of equitable distribution plans (required by Title IIA – no grant funds used). 	125	0	0
Developing Practitioner:			
<ul style="list-style-type: none"> Travel to several states to see use of state adopted toolkits. (2 project staff members x 2 states with adopted toolkits) 	4	2500	10,000
<ul style="list-style-type: none"> Travel to NSDC annual conference to update best practices in professional development. (2 project staff member each year) 	8	2500	20,000
<ul style="list-style-type: none"> Professional development to regional service centers (5) and LEAs (5 urban/suburban locations) on quality PD standards and use of accompanying toolkit. 	10	226	2260
<ul style="list-style-type: none"> Travel to various business coalition meetings around state to 	10	226	2260

<ul style="list-style-type: none"> establish partnerships with business for teacher internships, Travel to LEAs and stakeholder meetings for work on SAI implementation, Committee work travel for various development and implementation activities. 	8	226	1808
<p>Experienced Practitioner:</p> <ul style="list-style-type: none"> Committee work on development of teacher leader standards and accompanying tools. (15 members times 10 meetings) Travel to meet with consultants on development of performance assessment. (2 committee members x 2 trips) Travel to cadre face to face meetings for teacher leaders. (25 members first two years, 50 members years 3 and 4 times 2 meetings per year) Future statewide professional development support done online. Observation of teacher leaders working in internships, (20 observations – 30 observations over 3 years) Technical assistance by project staff to LEAs for help in working with teacher leaders standards and accompanying tools. Most of the TA work done online or by phone. 	20	226	4520
	150	226	33900
	4	2500	10000
	150	226	33900
	75	226	16950
	20	226	5420
Total Travel			295,814

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Laptop Computers with docking stations to use as desktop and use outside of office for UCSEE development, implantation and monitoring activities. Computer purchase will include docking station, stationary keyboard, mouse, cables, etc. The computers will be needed for new UCSEE project employees.	\$3500	Laptop computer, docking station	\$21,000
One networked printer will be used between all UCSEE employees housed at USOE. High quality Laser Jet along with scanning capabilities is needed. Current staff uses one networked printer between 21 employees along with a spare color printer for small printing needs.	\$4,083	LaserJet high volume printer	\$4,083
Flip cams to for use in development of best practice modules for online video vignettes tied to updated standards as well as	100 @ \$200	Video cameras	\$200,000

use in LEAs for improvement of instructional practices at all levels of continuum.			
Travel projectors for professional development activities	2 @ \$1300	Travel projectors	\$2,600
Total Equipment			227,683

5) Supplies

Supplies: Materials and office supplies needed to enable UCSEE personnel to conduct the work of the activities and project goals.	Cost of Item	Item Description	Total
Office supplies for six UCSEE employees (paper, post-its, markers, staplers, pencil sharpeners, etc.) Office supplies also include tone and printer cartridges	6 x \$3000 per year	General office supplies	\$72,000
Thumb drives that will hold video and electronic portfolios for 75 teacher leaders, 25 developing practitioners	100 x 50	Thumb drives	\$5,000
Books and materials for teacher leader cadres and other professional development activities for 250 UCSEE participants	250 x 200	Books and support materials	\$50,000
Total Supplies:			\$127,000

6) Contractual

Contractual: Professional services and products needed in order to actualize the goals of the UCSEE project. The services and products are specifically determined to be sustainable over time or serve as the basis for data collection and analysis to take further action for improvement in educator quality.	Cost of services or product	Contract working title	Total

<p>The Utah State Office of Education has followed the contract procurement procedures under 34 CFR Parts 74.40 – 74.48 and Part 80.36 as well as adhering to Utah State Government procurement procedures.</p>			
<p>IHE teacher preparation programs will engage in development and overhaul of preparation programs to better meet the needs of 21st Century Learners and millennial teachers. Programs will be aligned with program standards developed by USCEE Pre-Service Practitioner Committee and aligned with new INTASC Standards to be released Fall 2010. Ten IHEs will each receive funding as per individual program capacity and provide matching funds for the project.</p>	<p>\$50,000 - \$200,000 per IHE (10)</p>	<p>Pre-service Program Restructuring</p>	<p>\$780,618</p>
<p>Development, implementation and analysis of new performance assessment to be used as an exit requirement from teacher preparation programs. Work with existing testing vendor who has developed similar assessment for other states.</p>	<p>Four year contract to provide development, implementation and ongoing analysis @ \$500,000</p>	<p>Pre-service Practitioner Performance Assessment</p>	<p>\$500,000</p>
<p>Professional Development School model for preparation of resident teachers in co-teaching or internships models with job-embedded professional development. Expansion of PDS model to other sites. Initial funds for Univ. of Utah and Salt Lake School District with matching funds from IHE and LEA provided. Program expansion to include other IHEs and LEAs with capacity building activities.</p>	<p>1st year @ 200,000 for one site to expand to 5 sites over next 3 years.</p>	<p>Resident Teacher PDS Pilot</p>	<p>\$700,000</p>
<p>Expand Alternative Route to Licensure (ARL) Program for ARL candidates through development of online coursework and hybrid support programs. Replication of</p>	<p>1st year development activities for online and hybrid courses, \$100,000. Replication of ARL support in LEAs \$400,000 over four</p>	<p>Expand Support for ARL Candidates</p>	<p>\$500,000</p>

Granite School District ARL professional growth support system by other LEAs. Funding to cover costs of expertise and course delivery by consultants as well as technical assistance by consultants to LEAs.	years		
Pilot program development, implementation and evaluation for collaborative induction models between LEAs and IHEs. Funding for consultation with experts in seamless IHE to LEA induction practices	\$250,000 per year for development, implementation and evaluation.	Collaborative Induction Models	\$1,000,000
Development and implementation of professional learning activities and induction toolkit for Improvement of LEA induction programs. Contract with professional development experts in areas of mentoring and induction.	Development activities first year @ \$200,000. \$800,000 to LEAs over four year period to build capacity with own expertise.	LEA Novice Practitioner Induction Program Improvement	\$1,000,000
Expansion of outreach to rural educators to meet HQT and endorsement requirements through online coursework, online communities of support and other professional learning resources. USOE services such as UEN and IHEs will carry coursework on their servers and sustain cost through fees	Development of online courses for practicing rural educators 1 st year @ 250,000 with ongoing support for online communities and coursework expansion @ \$250,000 for remaining 3 years.	Rural Novice Educator Outreach	\$1,000,000
Administer the national Teacher Working Conditions Survey through New Teacher Center with accompanying analysis and support for recommended changes.	Flat rate for development costs, travel costs, implementation and professional development by consultant authorized to administer and work with data from Teacher Working Conditions Survey @ \$500,000	Working Conditions Survey	\$500,000
Adoption and implementation of National Staff Development Council professional development standards. Implementation of Standards Assessment Inventory to obtain	\$500,00 for adoption and implementation activities around NSDC Standards \$200,000 for SAI implementation	Standards Based Professional Learning	\$2,000,000

baseline and growth data over time. Development and implementation of Utah Professional Development Toolkit for all LEAs to support use of high quality professional learning for all educators. Training in use of NSDC Innovation Configurations (ICs) to enlist all stakeholders in work of high quality learning for students and adults in schools.	\$200,000 for PD services regarding implementation and analysis results \$500,000 for development of Utah PD Toolkit \$200,000 for trainer of trainers model with PD Standards \$200,000 for training and use of ICs \$200,000 ongoing PD analysis and evaluation services		
Development of Teacher Leader Standards with accompanying performance assessment, coursework and criteria for advancement. Consultant to work with UCSEE staff to guide process. Consultant to develop performance assessment and accompanying tools and coursework	\$500,000 to existing testing company with expertise in teacher leadership arena.	Teacher Leader Program	\$500,000
Implementation of “Keeping Learning on Track”, enlisting teacher leaders as trainers for professional development model of formative assessment for learning.	Consultants from KLT to develop and provide four year trainer of trainers model. Fees include services and support materials @ \$500,000	Keeping Learning on Track	\$500,000
Total Contractual Support			\$8,980,618

7) Training Stipends

Training Stipends: Costs for coursework associated with UCSEE projects as well as support for Resident and Alternative Route teachers in training.	Cost of Item	Item Description	Total
<ul style="list-style-type: none"> Teacher Leader program participation is a two year process with coursework. Stipend would offset the cost of the coursework for initial pilot. 	20 part.x \$10,000	Coursework for initial Teacher Leader pilot coursework	\$200,000
<ul style="list-style-type: none"> Second phase of Teacher Leader participation for new candidates at a 	40 x \$5000	Coursework for phase two of Teacher Leader	\$200,000

reduced stipend rate.		pilot project	
<ul style="list-style-type: none"> Resident candidates in pilot phase with UofU and SLSD 	25 candidates x \$5000	Coursework for Resident teacher candidates in PDS model pilot	\$125,000
Total Training Stipends			\$525,000

8) Other

Other: Costs for communications materials including printing and postage.	Cost of Item	Item Description	Total
Printing costs beyond office printing for all UCSEE projects over course of grant period	\$25,000	Printing	
Postage for all UCSEE projects over course of grant period	\$5,000	Postage	
			\$30,000
Total Other			\$30,000

9) Total Direct Costs

See budget chart

10) Indirect Costs

See budget chart

11) Funding for Involved LEAs

12) Supplemental Funding for Participating LEAs

Reform Area Three Project Two: Principal Pathway for Excellence in Instruction

Budget Part II: Project-Level Budget Table Project Two: Principal Pathway for Excellence in Instruction Associated with Criteria: Reform Area 3: Recruiting, Developing, and Retaining Effective Teachers and Principals, Especially Where They Are Needed Most Goal 1: By December 2014, a new statewide continuum of support for developing practicing teachers and principals will be implemented. (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$156,400	\$156,400	\$156,400	\$156,400	\$625,600
2. Fringe Benefits	\$58,256	\$58,256	\$58,256	\$58,256	\$233,024
3. Travel	\$12,000	\$5,250	\$2,965	\$2,965	\$23,180
4. Equipment	\$7,300				\$7,300
5. Supplies	\$6,000	\$18,500	\$18,500	\$6,000	\$49,000
6. Contractual	\$787,254	\$600,000	\$600,000	\$500,000	\$2,487,254
7. Training Stipends					\$-
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$1,027,210	\$838,406	\$836,121	\$723,621	\$3,425,358
10. Indirect Costs*	\$18,660	\$18,660	\$18,660	\$18,660	\$74,642
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs					\$-
13. Total Costs (lines 9-12)	\$1,045,870	\$857,066	\$854,781	\$742,281	\$3,500,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

Project Two – PRINCIPAL PATHWAY

1) Personnel

Personnel: Personnel will consist of support staff for Administrative Pathway activities which are focused on improving instructional leadership and teaching quality in all Utah public schools.	% of FTE	Base Salary	Total
Principal Pathway Project Coordinator: Coordinator will manage all project activities, budgets, monitoring and evaluation services. Job will be posted through DHRM and filled by person who has had extensive school/district administration experience with successful leadership in instructional practices, working with adult learners, facilitating high quality professional development and exhibits excellent communications skills.	100	86,673	346,692
Principal Pathway Office Specialist II: Office Specialist will provide support for Project Coordinator with correspondence, meeting and professional learning preparation, budgets, technology and communications. Job will be posted with qualifications focused on excellence in use of technology (Microsoft Office Suite programs), successful work with budgets, excellent communication skills, quality customer service and collegial attitude.	100	36,352	145408
Stipends for administrators involved in standards development activities. \$2500 X 15 participants, representing various LEAs and various stakeholder groups. Participants will meet a minimum of five times to develop standards and accompanying communication and adoption plans. Stakeholders will include leaders from the Utah Association of Elementary School Principals, Utah Association for Secondary School Principals, Utah Council for Education Leadership, Utah School Superintendents Association and Utah State Office of Education.	15 part.	2500	37,500
Stipends for participation in collaborative coaching and induction programs for principals. Stipends would be for mentors to attend coaching and mentoring training and fulfilling duties of trained mentors through pilot program. The program will be sustained over time by developing LEA trainers and utilizing LEA funding for mentoring services.	32	3000	96,000
Personnel Total			625,600

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.

3) Travel

Travel: Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$50.	# Trips	\$ per Trip	Total
Travel expenses for administrative preparation program standards include:			
<ul style="list-style-type: none"> • mileage for standards committee participants to develop new administrative standards, tools and communication plan 	5x15	100	7500
<ul style="list-style-type: none"> • travel expenses for several standards committee members to meet with national experts at meetings (conference) focused on instructional leadership and induction practices for new leaders 	3	2500	7500
<ul style="list-style-type: none"> • mileage for technical assistance to LEAs to assist them in developing and implementing successful induction and coaching of new instructional leaders 	30	100	3000
<ul style="list-style-type: none"> • mileage for travel to SEAs to monitor alignment of administrative preparation programs with new standards 	14	100	1400
<ul style="list-style-type: none"> • meals and hotels for committee members needing overnight accommodations (4 committee members x 5 meetings @ 36 for meals and \$90 for hotel) 	20	126	2520
<ul style="list-style-type: none"> • meals and hotels for technical assistance to LEAs outside of day trip travel 	10	126	1260
Total Travel			23,180

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Laptop computer with docking station and accessories (i.e. keyboard, mouse, monitor) to maintain data for administrative projects as well as use for technical assistance; including presentations to LEAs and SEAs	\$3,500	Laptop computer	\$3,500
Desktop computer for office specialist support	\$2500	Desktop computer	\$2,500
Small projector for presentations in outreach services	\$1300	Portable projector	\$1,300
Total Equipment Cost			\$7,300

5) Supplies

Supplies: Materials and office supplies needed to enable UCSEE personnel to conduct the work of the activities and project goals.	Cost of Item	Item Description	Total
Office supplies for two Principal Pathway employees (paper, post-its, markers, staplers, pencil sharpeners, etc.) Office supplies also include tone and printer cartridges	2 x \$3000 per year	General office supplies	\$24,000
Books and materials for novice principals and their mentors focused on leading with instructional excellence Professional development supplies	100 x \$250	Books and support materials	\$25,000
Total Supplies:			\$49,000

(6) Contractual

<p>Contractual support from experts with instructional leadership will be used for the following activities:</p> <p>A. Utilization of survey tool (School Leadership Preparation and Practice Survey) to provide data for administrative preparation programs in order to improve programs and provide ongoing induction support to new candidates. Fees include survey administration, analysis and reporting.</p> <p>B. Consultant with expertise in Instructional Leadership focused school principal preparation programs to provide technical assistance in development and implementation of new program standards.</p> <p>C. Technical assistance to LEAs and IHEs to provide seamless induction and coaching for new practicing principals</p> <p>D. Development of standards for practicing principals that include focus on instructional excellence</p> <p>E. Development of online professional development tools including video streaming of standards based practices, learning communities, resource library</p>	<p>A. Seven leadership preparation programs administering survey to graduates (app. 100)</p> <p>B. Technical assistance will be provided to committee developing and disseminating new administrative standards for instructional improvement.</p> <p>C. Induction and mentoring program improvement over four years serving approx. 250 new administrators statewide</p> <p>D. Technical assistance with standards for practicing principals</p> <p>E. Tools will provide access to administrative professional learning for all practicing and developing administrators</p>	<p>A. One year of implementation and analysis. Second year will incorporate results to change coursework and policy changes. Third year of monitoring and fourth year of evaluation</p> <p>B. Three years of technical assistance through development and implementation phase of standards and evaluation tools.</p> <p>C. One year of development and communication plan. Three follow-up years of monitoring and professional development support</p> <p>D. One year of development, three years of implementation and monitoring</p> <p>E. Four years of ongoing development and</p>	<p>\$300,000</p> <p>\$500,000</p> <p>\$387,254</p> <p>\$500,000</p> <p>\$800,000</p>
--	--	--	--

		support	
Total Contractual Costs			\$2,600,000

7) Training Stipends

Training Activity	# of participants	Total cost
		0

9) Total Direct Costs

- See Budget Table.

10) Indirect Costs

- See Budget Table

11) Funding for Involved LEAs

None

12) Supplemental Funding for Participating LEAs

None

Reform Area Three Project Three: Measures of Instructional Quality

**Budget Part II: Project-Level Budget Table
Project Three: Measures of Instructional Quality**

Associated with Criteria: Reform Area 3: Recruiting, Developing, and Retaining Effective Teachers and Principals, Especially Where They Are Needed Most

Goal 2: By December 2014, 90% of Utah's K-12 teachers will participate in LEA evaluation systems that require the use of high-quality instructional strategies as evidenced by appropriate and approved measures of quality instruction (including observations of teaching, student growth data, and stakeholder evaluation).

Goal 3: By December 2014, all participating LEAs will have in place a system by which effective and highly effective teachers and principals are identified by the schools and LEAs in which they work.

Goal 4: By December 2014, all participating LEAs will have in place a system by which ineffective teachers and principals are identified by the schools and LEAs in which they work and are remediated or terminated.

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$60,000	\$120,000	\$120,000		\$300,000
2. Fringe Benefits					\$-
3. Travel	\$30,000	\$6,000	\$3,000	\$3,000	\$42,000
4. Equipment		\$80,000	\$210,000	\$210,000	\$500,000
5. Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$1,100,000	\$1,000,000	\$1,000,000	\$1,000,000	\$4,100,000
7. Training Stipends					\$-
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$1,192,000	\$1,208,000	\$1,335,000	\$1,215,000	\$4,950,000
10. Indirect Costs*					\$-
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs		\$1,550,000	\$1,550,000	\$1,550,000	\$4,650,000
13. Total Costs (lines 9-12)	\$1,192,000	\$2,758,000	\$2,885,000	\$2,765,000	\$9,600,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
 Note that indirect costs are not allocated to lines 11-12.

Reform Area Three Project Three: Measures of Instructional Quality

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	# part.	Stipend amount	Total
<ul style="list-style-type: none"> Committee work for teacher evaluation tools based on measuring instructional quality. Personnel will come from USOE and stipends will be paid for committee work by 15 stakeholders from IHEs, LEAs, teacher associations, parent groups and USOE. Committee will be comprised of 30 members with half being practicing teachers and leaders. Only school based educators will be compensated with stipend. 	15	\$2,000	\$30,000
<ul style="list-style-type: none"> Committee work on principal evaluation system based on leading instructional improvement efforts as school leader. Committee will include 30 stakeholders from IHEs, LEAs, SEA, principal associations, teacher associations, parent groups, etc. Only school-based personnel will receive stipend. 	15	\$2,000	\$30,000
<ul style="list-style-type: none"> Stipends for teachers and principals to engage in use of pilot evaluation system and accompanying tools in year two and three of project. 40 teacher participants and 20 principals in 2 year pilot phase will use system and tools, provide feedback and data analysis. 	60	\$2000 per year x 2	\$240,000
Personnel Total	30		\$300,000

2) Fringe Benefits

n/a

3) Travel

Travel: Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$50.	# Trips	\$ per Trip	Total

<ul style="list-style-type: none"> • mileage and per-diem for committee work on teacher evaluation system 			
<ul style="list-style-type: none"> • mileage and per-diem for committee work on administrator evaluation system 	15x5 meetings	\$200 (average)	\$15,000
<ul style="list-style-type: none"> • outreach to LEAs to get feedback on both teacher and principal evaluation systems during development phase 	15x5 meetings	\$200 (average)	\$15,000
<ul style="list-style-type: none"> • travel (mileage, per diem, hotel) monitoring of development and implementation of new evaluation frameworks by LEAs 	10	\$200	2,000
	30 trips		6,000
<ul style="list-style-type: none"> • technical assistance for LEAs during LEA development and implementation stages of teacher and/or principal evaluation efforts 	20	\$200	4,000
Travel Total			\$42,000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Netbook with accompanying software and program to assist principals in the collection and storage of teacher evaluation data. Program created for netbook based on teacher evaluation framework. Netbooks distributed to principals of 40 teachers in pilot project and expanded to all LEAs using USOE evaluation framework for teachers.	2000 x 250	Netbook with accompanying software, cables and accessories	500,000
Total Supplies:			\$500,000

5) Supplies

Supplies: Materials and office supplies needed to for the work of developing and implementing statewide teacher and principal evaluation systems, incorporating measures of instructional effectiveness.	Cost of Item	Item Description	Total
---	--------------	------------------	-------

General office supplies (paper, markers, large post-its, etc.)	2000 x 4 years	General office supplies	8,000
Total Supplies:			\$8,000

6) Contractual

Contractual: Professional services and products needed in order to develop and implement teacher and principal evaluation systems that focus on measuring instructional quality in Utah public schools and classrooms. The Utah State Office of Education has followed the contract procurement procedures under 34 CFR Parts 74.40 – 74.48 and Part 80.36 as well as adhering to Utah State Government procurement procedures.	Description of Services	Time/Cost of Services	Total
Contract with expertise in defining and measuring instructional quality to develop effective teacher evaluation system that impacts student growth and school improvement efforts	Technical assistance to help teacher evaluation committee develop evaluation framework that focuses directly on measuring instructional quality. Implementation activities include working with SEA, IHEs and LEAs to ensure fidelity of implementation as well as providing ongoing professional development and evaluation	Four year period with emphasis on research and development along with implementation and evaluation costs	\$1,000,000
Contract with expertise to develop model tools that	Development activities with LEAs and SEA along with professional	Development activities in year 1	\$1,000,000

accompany evaluation frameworks for both teachers and principals.	development and other technical assistance to LEAs	and 2 with technical assistance for LEAs in implementation (3&4)	
Contract with expertise in defining and measuring instructional leadership as connected to instructional quality, student growth and school improvement	Technical assistance to help principal evaluation committee develop evaluation framework that focuses directly on measuring instructional quality. Assistance includes professional development for LEAs and IHEs	Four year period with emphasis on research and development along with implementation and evaluation costs.	\$500,000
Revisit Utah Professional Teaching Standards to align standards with measures of instructional quality	Technical assistance to SEA with input from various stakeholder groups	Two years of development and dissemination	\$100,000
Expand contract with two existing vendors to marry their services in providing on-time video of models of instructional excellence as well as providing online communities, professional development and other resources.	Product will consist of a professional development management system that incorporates updated instructional quality standards with accompanying video of models of instructional excellence as well as online learning communities, and links to other resources. This system will also house statewide mentoring data for teachers and principals, enabling novices and experienced educators to collaborate, collect data and analyze practices in an online format.	Yearly contract consisting of development and user fees for both vendors	\$1,500,000
Total Contractual Cost			\$4,100,000

7) Training Stipends

None

8) Other

None

9) Total Direct Costs

- See Budget Table

10) Indirect Costs

- See Budget Table

11) Funding for Involved LEAs

None

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	# LEAs involved	Total
Funding for several LEAs who have current robust, research-based evaluation systems to update standards and tools with instructional quality measures.	Augment the work of LEAs who have invested many years and dollars into developing and implementing evaluation systems to include standards, measures and tools of instructional quality for teachers and principals.	Approximately 1.55 million per district	3 large districts	4,650,000

Reform Area Three Project Four: Performance Pay Pilot Program

Budget Part II: Project-Level Budget Table Project Four: Performance Pay Pilot Program Associated with Criteria: Reform Area 3: Recruiting, Developing, and Retaining Effective Teachers and Principals, Especially Where They Are Needed Most (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	200,000	200,000	200,000	200,000	\$800,000
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	50,000	50,000	50,000	50,000	\$200,000
7. Training Stipends	200,000	200,000	200,000	200,000	\$800,000
8. Other					
9. Total Direct Costs (lines 1-8)	450,000	450,000	450,000	450,000	\$1,800,000
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding					
13. Total Costs (lines 9-12)	450,000	450,000	450,000	450,000	\$1,800,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Reform Area Three Project Four: Performance Pay Pilot Program

BUDGET NARRATIVE

1) Personnel

Personnel: Funds procured will be assigned to ongoing teacher stipends for participation in Performance Based Compensation Pilot.	# of part.	Aver. stipend amountn	Total
Stipends for teacher stipends to continue participation in and expand pilot sites in Utah Performance Based Compensation program. Currently there are five pilot schools spending two years in development activities with funding for one year of implementation. Stipends will enable pilot to continue for another four years with accompanying evaluation and recommendations for expansion.	100 x 4 years	\$2,000	\$800,000

2) Fringe Benefits - \$0

3) Travel

Travel:	# Trips	\$ per Trip	Total
Travel to pilot sites will be absorbed into existing USOE travel budgets			\$0

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
No additional equipment needed for project. Existing equipment at schools and SEA supports the program.			\$0

5) Supplies

Supplies: Materials that support the work of the pilot.	Cost of Item	Item Description	Total
Supplies were provided at the beginning of the pilot from legislative funding. No additional supplies needed for this project			\$0

6) Contractual

<p>Contractual: Professional services needed to support the work of the Performance Based Compensation project.</p> <p>The Utah State Office of Education has followed the contract procurement procedures under 34 CFR Parts 74.40 – 74.48 and Part 80.36 as well as adhering to Utah State Government procurement procedures. Supplies: Materials that support the work of the pilot.</p>	Cost of Item	Item Description	Total
Ongoing evaluation and analysis of Performance Based Compensation Project. Services will include data collection and analysis, technical support to pilot sites, travel to pilot sites. Services will be provided through an extension of existing contract with the Utah Policy Center and the University of Utah.	200,000	Evaluation and technical assistance	\$200,000

7) Training Stipends

<p>Training Stipends: Stipends enable teachers to engage in endorsement and licensure programs in critical shortage areas. Recent studies by Ball, et. al., show that advance preparation in the areas of</p>	# of participants	Cost of individual program	Total
--	-------------------	----------------------------	-------

mathematics and science directly translate to increased levels of student learning. At the core of this project is the professional growth of teachers in science and math.			
The Utah Public Education Job Enhancement Program (PEJEP) is legislatively funded to enhance the quality of instruction and provide highly qualified teachers in critical shortage areas as determined by the Utah Criticality Index. The content areas most affected (and the focus of PEJEP) are mathematics, physical science and special education. Coursework, often in the form of an advanced degree, must be focused on the content of the teaching assignment. Rural settings employee teachers required to teach multiple subjects, often without the resources needed to make them highly qualified. The stipends are tuition and fee reimbursement for university based coursework.	80 (20 participants each year for four years)	\$10,000 for average endorsement or advanced degree program	\$800,000
Total Training Stipends			\$800,000

8) Other

9) Total Direct Costs

See Budget Table

10) Indirect Costs

- Personnel costs are all stipends based, therefore, no indirect costs will be incurred.

11) Funding for Involved LEAs

None

12) Supplemental Funding for Participating LEAs

None

Reform Area Four Project Two: Preventing Low-Achieving Secondary Schools

Budget Part II: Project-Level Budget Table					
Project Name: Preventing Low-Achieving Secondary Schools					
Associated with Criteria: Reform Area 4: Turning around Our Lowest-Achieving Schools					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$291,309	\$291,309	\$291,309	\$291,309	\$1,165,236
2. Fringe Benefits	\$48,205	\$48,205	\$48,205	\$48,205	\$192,820
3. Travel	\$162,000	\$162,000	\$162,000	\$162,000	\$648,000
4. Equipment	\$5,000				\$5,000
5. Supplies	\$154,475	\$154,475	\$154,475	\$154,475	\$617,900
6. Contractual	\$333,000	\$333,000	\$333,000	\$333,000	\$1,332,000
7. Training Stipends	\$57,500	\$57,500	\$57,500	\$57,500	\$230,000
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$1,051,489	\$1,046,489	\$1,046,489	\$1,046,489	\$4,190,956
10. Indirect Costs*	\$21,298	\$21,298	\$21,298	\$21,298	\$85,192
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$180,963	\$180,963	\$180,963	\$180,963	\$723,852
13. Total Costs (lines 9-12)	\$1,253,750	\$1,248,750	\$1,248,750	\$1,248,750	\$5,000,000
<p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p>					

Reform Area Four Project Two: Preventing Low-Achieving Secondary Schools

BUDGET NARRATIVE

Note: The funding for this project is to provide SEA support for the system of support for non-Title I secondary schools in need of improvement. Not listed in these budget categories are the Title I, Part A School Improvement funds that will support the system of support for Title I school in need of improvement.

Additional Funds committed to school improvement	Estimated Amount
Title I, Part A 1003(a) Funds	\$2,318,000
Title I, Part A 1003(g) Funds	\$2,551,000
Title I ARRA School Improvement Grants	\$14,000,000
Total	18,869,000

1) Personnel (\$291,309 per year)

SEA Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project School Improvement Specialists (1): New school improvement specialist will be responsible for the overall leadership and management of the School Improvement project in non-Title I secondary schools. The staff will be expert in the area of school improvement and have demonstrated educational leadership in the school improvement process. They will report to the Race to the Top project director and be responsible for coordinating research-based school improvement efforts in non-Title I secondary schools. Their qualifications are described in detail in the project management plan on page A-24 of the Appendix.	100%	\$77,778	\$77,778
Project Support Staff School Improvement (1): Support staff for school improvement project.	100%	\$31,779	\$31,779
Leadership Institutes Personnel: The following personnel expenses are included in the Leadership Institutes project.	Substitute teacher costs	University/Project Staff costs	Personnel Cost(s)
Statewide Initiatives: <ul style="list-style-type: none"> • Professional Development in Collaborative Practices • Utah Leadership Institute Conference 	\$30,768	\$7,692	\$38,460

Targeted Initiatives (10 school teams): <ul style="list-style-type: none"> • Data-based Decision Making Training • Professional Learning Communities Trainings & Evaluation • Leadership Institute Participation: <ul style="list-style-type: none"> ○ Monthly half-day meetings ○ Winter 2-day meeting ○ Summer 5-day meeting 	\$104,520	\$26,130	\$130,650
Targeted Initiatives (3 mentor schools): <ul style="list-style-type: none"> • Data-based Decision Making Training • Professional Learning Communities Trainings & Evaluation • Leadership Institute Participation 	\$10,114	\$2,528	\$12,642
Per Year Total			\$291,309

2) Fringe Benefits (\$48,205 per year)

- Benefits for SEA are calculated at 44% of salaries.

3) Travel (\$162,000 per year)

SEA Travel:	# Participants	\$ per Conference Participant	Consultant Travel	Total
Annual conferences will provide technical assistance to participating districts and schools. The conferences will last two full days.	100 (2 Conferences per year)	\$100	\$5,000	\$15,000
Leadership Institute Travel:	# Participants	\$ per Conference Participant	Consultant Travel	Total
Statewide Initiatives: Professional Development in Collaborative Practices	100	\$50	\$1,500	\$6,500
Utah Leadership Institute Conference				
Targeted Initiatives (10 school teams and 3 mentor school teams):	100	\$50		\$5,000
Data-based Decision Making Training				
Professional Learning Communities Trainings & Evaluation	100	\$50	\$1,500	\$6,500
Leadership Institute Participation:				
Monthly half-day meetings				
Winter 2-day meeting	100 (8 mtgs)	\$50		\$40,000

Summer 5-day meeting	100 (2 days)	\$175	\$5,000	\$22,500
	100 (5 days)	\$475	\$12,500	\$60,000
Per Year Total				\$162,000

4) Equipment (\$5,000 in year one)

SEA Equipment:	Quantity	\$ per Item	Total
Computer for School Improvement Specialist and Support Staff.	2	\$1,750	\$3,500
LCD Projector for training	1	\$1,500	\$1,500
Total			\$5,000

5) Supplies (\$154,475 per year)

SEA Supplies & Materials:	Quantity	\$ per Item	Total
Training Materials from Publishers	100	\$15	\$1,500
Printing expenses	100	\$3	\$300
Office supplies, miscellaneous			\$175
Leadership Institute Supplies & Materials:	Quantity	\$ per Item	Total
Learning Environments Survey	100 schools	\$1.20 per student	\$125,000
Published materials for professional development	100	\$250 per participant	\$25,000
Office supplies, copy expenses, miscellaneous			\$2,500
Per Year Total			\$154,475

6) Contractual (\$333,000 per year)

SEA Contractual:	# Activities	\$ per Activity	Total
Presenters for annual conferences will provide training to our participating districts and schools. The conferences will last two full days. A more detailed justification for these conferences is explained in the narrative for selection criterion (A)(2).	2 Conferences per year x 2 presenters	\$8,500	\$17,000
Training seminar on research-based school appraisal process	1	\$4,000	\$4,000
Training seminar on Instructional Audits for participating	1	\$4,000	\$4,000

schools			
Leadership Institutes Contractual:	# Activities	\$ per Activity	Total
Online development and webinars			\$50,000
Presenters for conferences will provide training to participating districts and schools.	6 Training Activities	varies	\$13,000
Instructional coaches to work with participating schools	10 schools	\$24,000	\$240,000
Facilitators for cross-school observations	10 schools	\$500	\$5,000
	Per Year Total		\$333,000

7) Training Stipends (\$57,500)

Leadership Institutes Training Stipends:	# Participants	\$ per Activity	Total
Educator Stipend for participation in 5-day Summer Meeting (non-contract time)	100 (5 days)	\$575	\$57,500
	Per Year Total		\$57,500

8) Other (None)

9) Total Direct Costs
See Budget Table

10) Indirect Costs
See Budget Table

11) Funding for Involved LEAs (None)

12) Supplemental Funding for Participating LEAs (None)
Capacity Builder grants at \$180,963 per year.

Management of RTTT and Increasing LEA Capacity Project

Budget Part II: Project-Level Budget Table Project: Management of RTTT and Increasing LEA Capacity Associated with Criteria: (A)(2), Building Strong Statewide Capacity. (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$339,912	\$339,912	\$339,912	\$339,912	\$1,359,648
2. Fringe Benefits	\$149,561	\$149,561	\$149,561	\$149,561	\$598,245
3. Travel	\$6,750	\$6,750	\$6,750	\$6,750	\$27,000
4. Equipment	\$9,000				\$9,000
5. Supplies					\$-
6. Contractual	\$740,412	\$490,412	\$490,412	\$740,412	\$2,461,648
7. Training Stipends					\$-
8. Other					\$-
9. Total Direct Costs (lines 1-8)	\$1,245,635	\$986,635	\$986,635	\$1,236,635	\$4,455,541
10. Indirect Costs*	\$66,079	\$66,079	\$66,079	\$66,079	\$264,316
11. Funding for Involved LEAs					\$-
12. Supplemental Funding for Participating LEAs	\$4,857,536	\$4,857,536	\$4,857,536	\$4,857,536	\$19,430,143
13. Total Costs (lines 9-12)	\$6,169,250	\$5,910,250	\$5,910,250	\$6,160,250	\$24,150,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

Management of RTTT and Increasing LEA Capacity Project

BUDGET NARRATIVE

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	# part.	Stipend amount	Total
Hire RTTT Grant Administer (1 FTE). This person will be responsible for the overall leadership and management of the Ensuring Postsecondary Success Program. The Project Manager will report to the appropriate Coordinator, and will be responsible for developing programs and partnerships with LEAs, higher education institutions and business/industry.	100%	\$148,000	592,000
Activity 1: Specialist (1): This person will be responsible for assisting the Grant Administrator in carrying out specific financial tasks related to RTTT	100%	\$77,780	\$311,120
Activity 1: Specialist (1): This person will be responsible for assisting the Grant Administrator in carrying out specific data and oversight tasks related to RTTT	100%	\$77,780	\$311,120
Activity 1: Office Specialist II (1): This person will serve as clerical support for RTTT, and will be under the direct supervision of the Grant Administrator.	100%	\$36352	\$145,408
Personnel Total			\$1,359,648

2) Fringe Benefits

- Benefits for SEA are calculated at 44% of salaries.

3) Travel

Travel: Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$50.	# Trips	\$ per Trip	Total
<ul style="list-style-type: none"> • mileage and per-diem for RTTT work • • outreach to LEAs during RTTT 	15x5 meetings	\$200 (average)	\$15,000
	10	\$200	\$2,000

<ul style="list-style-type: none"> travel (mileage, per diem, hotel) monitoring of development and implementation of RTTT by LEAs 	30 trips	\$200	6,000
<ul style="list-style-type: none"> technical assistance for LEAs during LEA development and implementation stages 	20	\$200	4,000
Travel Total			\$27,000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
Activity 1: Desktop Computers (3): Three desktop computers will be needed to expand our current office and supply the needs of 3 new employees.	\$3000	Computer including monitor	\$9000
Total Equipment:			\$9,000

5) Supplies None

6) Contractual

<p>Contractual: Professional services and products needed in order to develop and implement teacher and principal evaluation systems that focus on measuring instructional quality in Utah public schools and classrooms.</p> <p>The Utah State Office of Education has followed the contract procurement procedures under 34 CFR Parts 74.40 – 74.48 and Part</p>	Description of Services	Time/Cost of Services	Total
---	-------------------------	-----------------------	-------

80.36 as well as adhering to Utah State Government procurement procedures.			
Contract with experts in evaluation of grant efforts.	Technical assistance to help Utah measure implementation and effectiveness of Utah's Comprehensive Reform Plan and the RTTT grant. Activities would include working with Utah and LEAs to ensure fidelity of implementation as an evaluation	Four year period with emphasis on research and evaluation costs	\$2,500,000
Total Contractual Cost			\$2,500,000

7) Training Stipends

None

8) Other

None

9) Total Direct Costs

- See Budget Table

10) Indirect Costs

- See Budget Table

11) Funding for Involved LEAs

None

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	# LEAs involved	Total
LEA Capacity Building	Augment the work of LEAs who have invested many years and dollars into developing and implementing reform, but lack the resources to proceed without	\$50,000 for Each participating charter LEA	68	19,430,143
Additional Funding for LEAs to increase their ability to implement Utah's Comprehensive Reform Plan.		Additional funding to District LEAs	23	

<p>LEAs will explain how they will use the funds in their detailed Scope of Work.</p>	<p>additional funds.</p>	<p>to supplement RTTT funds to equal at least \$1 million.</p> <p>Additional funding to District LEAs to supplement RTTT funds to equal at least \$1 million.</p>	<p>5</p>	
---	--------------------------	---	----------	--