



# SASSIE NEWS

## Utah's Alternate Assessment (UAA)

It is time to determine the UAA tasks that students will be assessed on next spring. Students can practice these tasks between now and the spring. One task should be determined for language arts and one for math for students in grades 1 – 12. One task should be determined for science for students in grades 4 – 12.

## The Dynamic Learning Maps Alternate Assessment System Consortium

Utah and 10 other states have been awarded a \$22 million grant to develop an alternate assessment for students with significant cognitive disabilities in language arts and math for grades 3-8 and one grade in high school. These assessments will be aligned to the common set of college- and career-ready standards recently developed. The assessments will align with the assessment systems to be developed by the SMARTER Balanced Assessment Consortium. They will be ready for use by 2014-2015.

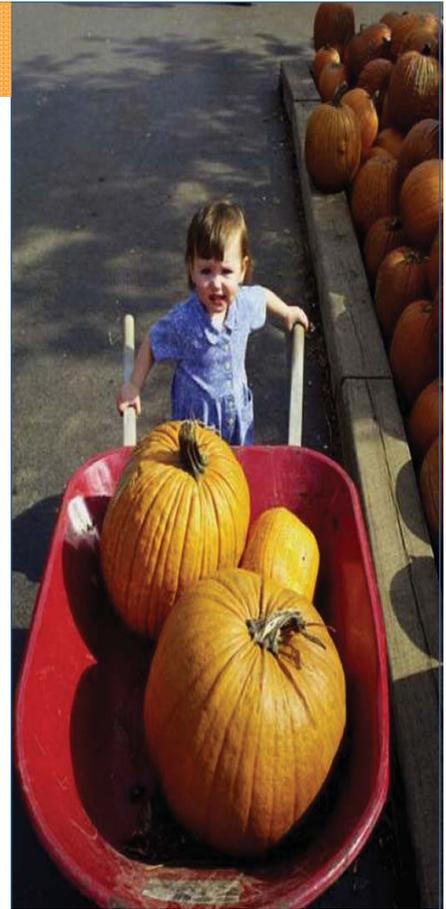
Questions:  
Wendy Carver  
[wendy.carver@schools.utah.gov](mailto:wendy.carver@schools.utah.gov)  
801-538-7639

## ARRA Funds and Your Duns Number

All ARRA reports include LEA DUNS number (a registration number LEAs have to receive federal grants).

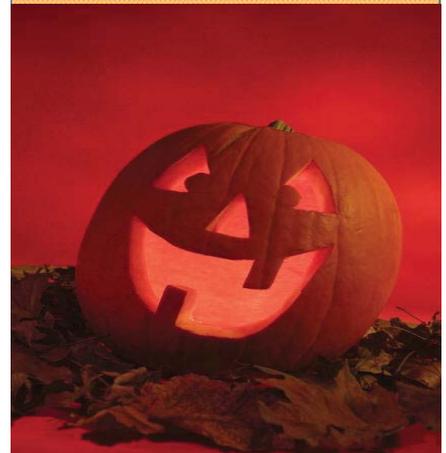
Please check with the person who maintains your business registration and see when your DUNS number expires. Having it expire in the middle of a quarter would render your LEA ineligible to receive ARRA funds.

Questions:  
Von Hortin  
[von.hortin@schools.utah.gov](mailto:von.hortin@schools.utah.gov)  
801-538-7670



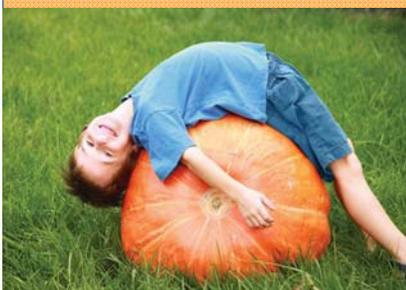
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## **MASTERS-LEVEL DEGREE POSSIBLE WITH A CONCENTRATION IN TRANSITION**

USU has recently been notified regarding approval of funding for a masters-level, interdisciplinary transition specialist grant from OSEP/USDE. The Department of Special Education and Rehabilitation at USU will be developing a masters' "concentration" in transition leading to a M.S or M.Ed in special education. The grant will run from January 2011 through December 2014. Courses will be conducted "live" in Logan during evening hours. Some courses will be broadcast to Ogden or Layton during evening hours to ease the travel burden for students along the Wasatch Front. Tuition for part- and full-time students is paid by the grant. An additional stipend up to \$16,000 is available for full-time students. More information will follow in forthcoming issues.



## **TRANSITION TIDBITS**

USOE has received questions from charter schools and districts about the length of the school day. Utah Administrative Code R277-419-3(A)(1) requires that "LEAs shall conduct school for at least 990 instructional hours and 180 school days each school year; exceptions to the number of school days for individual students and schools are provided for in R277-419-7." "School day" is defined as a minimum of four hours per day in grades one through twelve, excluding lunch periods and pass time between classes. A school day may include recess periods that include organization or instruction from school staff.

Exceptions to the 990/180 rule "may be made at the discretion of the local board, in the length of the school day or year, for students with compelling circumstances. The time an excepted student is required to attend school shall be established by the student's IEP or SEOP". (Utah Administrative Code R277-419-1(A))

Carol Lear, Director of School Law and Legislation at USOE, has interpreted the rule to mean that the requirements apply to post-high programs serving students with disabilities aged 18-22, whether the program is housed in a high school building or at another site. Ms. Lear also indicated that IEP teams may shorten or otherwise modify an individual student's school day through the IEP process, but that an LEA should not modify the school day for a group of students, i.e., post-high students, for LEA convenience.



On September 17, the USOE Transition Specialist received word that the request for intensive technical assistance (TA) from the National Post-School Outcomes Center had been accepted. A needs assessment will be conducted, and a two-year TA plan developed. It is expected that assistance will result in continuous improvement systems in place to use Indicator 14 data (post-school survey) for state-wide and local programmatic improvement. This would include implementation of the Data Use Toolkit mentioned in September's SASSIE News. More information about the TA process and progress will be included in future SASSIE News issues.



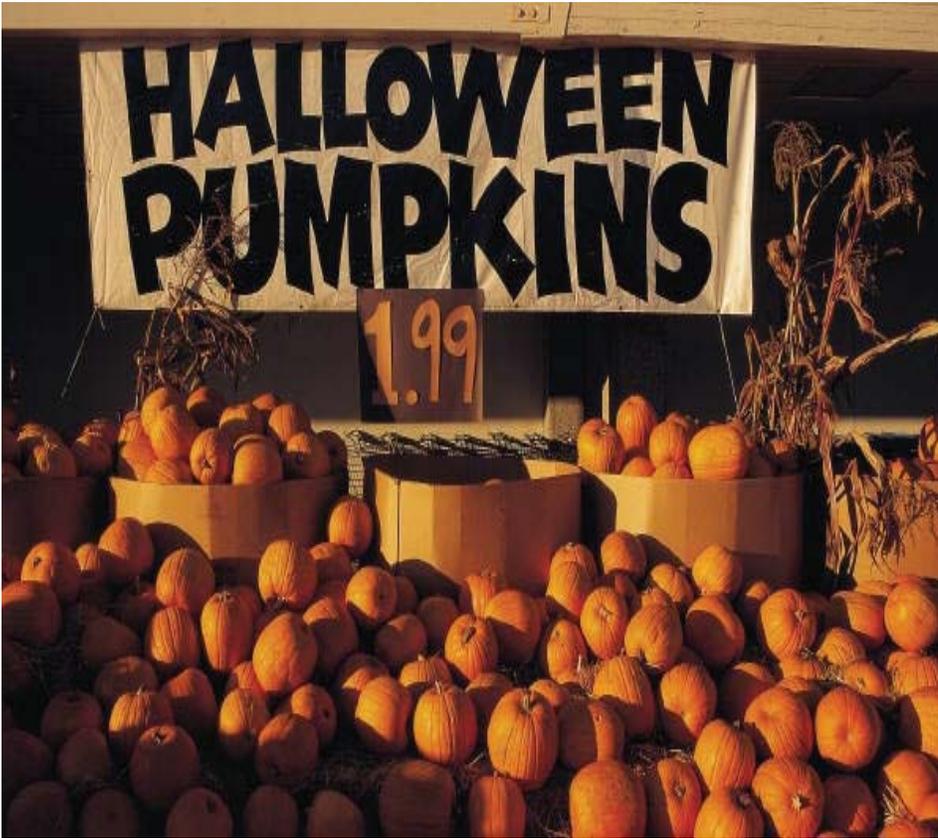
The 2010 post-school outcomes survey, in which students who exited the school system during 2008-2001 were interviewed, is complete. The data are posted on the Utah Post-School Outcomes Survey website at [www.utahposthighoutcomes.org](http://www.utahposthighoutcomes.org). Reports are available for the state as a whole and for individual LEAs; they may be accessed with user name and password.

Questions:

Susan Loving

[susan.loving@schools.utah.gov](mailto:susan.loving@schools.utah.gov)

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**PARAEDUCATOR TO  
TEACHER SCHOLARSHIPS  
(PETTS) 2010-2011**

Scholarships to paraeducators seeking to become licensed educators

56 paraeducators applied 2010-11:

- 3 scholarships are continued
- 9 new paraeducators received scholarships

Scholarship recipients shall:

- Remain continuously employed as a paraeducator
- Provide documentation of progress toward graduation
- Receive recommendation of school districts/charter schools
- Represent geographical distribution

Number of scholarships received by district/charter:

- Box Elder 2
- Granite 4
- Morgan 1
- Sevier 1
- Spectrum 1
- Tooele 2
- Weber 1

Questions:

Peggy Milligan  
801-538-7589

[peggy.milligan@schools.utah.gov](mailto:peggy.milligan@schools.utah.gov)

**Important Address Update:**

The USOE has recently experienced a delay of up to ten days in receiving mail from LEAs due to an incorrect address. To ensure that your information is received in a timely manner, please address mail to the USOE at:

Utah State Office of Education  
Attn:  
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-4200



**Policy and Procedure Manuals** for charter schools that opened in the 2010-11 school year are due to Leah Voorhies by February 1, 2011.

**2011 Utah Law Conference** has been scheduled for August 8-9, 2011. There will be a post conference session on August 10, 2011.

## MODEL CORE TEACHING STANDARDS REVIEW

The Council of Chief State School Officers (CCSSO) has developed a draft document that outlines and sets standards for all teachers as to what they should know and be able to do to help all students reach the goals set forth in the Common Core State Standards, k-12 (CCSS, k-12). These teaching standards used **INTASC's *Model Standards for Beginning Teacher Licensing and Development*** as a base for an updated document titled ***Model Core Teaching Standards: A Resource for State Dialogue***. The following write up is a brief overview of the themes, categories, and standards in the full document. The full document can be downloaded at <http://www.ccsso.org/intasc>

Some embedded themes of interest:

1. Teachers are responsible for every student learning,
2. School culture of collaboration,
3. Shared responsibility,
4. Use of assessment to improve instruction,
5. Diverse learners (culturally, linguistically, learning disabled and accelerated students),
6. Cross-disciplinary skills, and
7. Critical thinking.

### Overview of Categories and Standards

There are 10 standards under four categories.

#### **Category 1 The Learner and Learning**

This category's focus is the learner and what effective teachers should do to maximize the students learning.

##### **Standard #1: Learner Development**

A teacher understands the developmentally appropriate learning experiences and that learning varies with individuals.

##### **Standard #2: Learning Differences**

A teacher understands individual differences in learning.

##### **Standard #3: Learning Environments**

A teacher creates and supports individual and cooperative learning.

#### **Category 2 Content**

This category's focus is the need for teachers to have a deep understanding of their content area, making content accessible and relevant, and integration of cross-disciplinary skills for all students.

##### **Standard #4: Content Knowledge**

A teacher understands the structure and concepts of their discipline and makes it accessible to students.

##### **Standard #5: Innovative Applications of Content**

A teacher understands and uses concepts to engage the learner in critical

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thinking and problem solving skills in relation to authentic issues.

### **Category 3 Instructional Practice**

This category's focus is the teacher using appropriate and targeted instructional strategies, planning, feedback and assessment both formative and summative to address the diverse ways of learning.

#### **Standard #6: Assessment**

A teacher understands and uses multiple assessments for multiple purposes.

#### **Standard #7: Planning for Instruction**

A teacher draws upon his/her knowledge of content areas and other resources to plan instruction so every student can meet rigorous learning goals.

#### **Standard #8: Instructional Strategies**

A teacher understands and uses instructional strategies to help all students understand content area.

### **Category 4 Professional Responsibility**

This category's focus is on the primary responsibility of a teacher is creating and supporting a learning environment through collaboration that will result in students achieving at their highest level.

#### **Standard #9: Reflection and Continuous Growth**

A teacher should use reflective practice to personally evaluate his/her practice, the effects of his/her practice and actions on students in order to meet the needs of each learner.

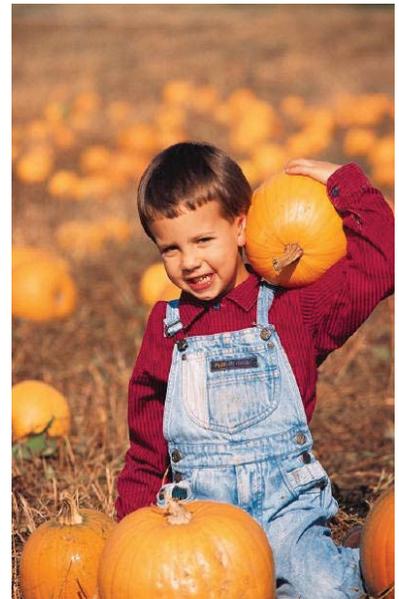
#### **Standard #10: Collaboration**

A teacher encourages all learners to develop a deep understanding of content areas; helps build the skills of the student to access and appropriately apply information, through the understanding and use of a variety of instructional strategies.

The needs of students with disabilities were not addressed specifically in the draft document, but teaching and addressing all students' needs is thoroughly embedded in the document. CEC and NASDSE were two of the national organizations that worked with the draft committee. Utah was specifically represented by Sydnee Dickson, Director of Teaching and Learning at the Utah State Office of Education.

The document is still a working document and is intended to help education address what effective teachers and instruction looks like for all students.

Questions:  
Janet Gibbs  
[janet.gibbs@schools.utah.gov](mailto:janet.gibbs@schools.utah.gov)  
801-538-7716



### **LET'S TALK WITH USOE**

*Reminder:*

LRE Data Collection

November 3, 2010

3:30-4:30 pm

To access WIMBA go to:

[http://utdoe.wimba.com/  
launcher.cgi?  
room:my213579](http://utdoe.wimba.com/launcher.cgi?room:my213579)

This is a follow-up to the September USEAM presentation on the Data Collection Process. The information presented will help LEAs with their December 1 SCRAM data input and provide enhanced understanding of issues of concern.

Who should attend:  
Teachers, SCRAM data entry personnel, and administrators.

## EIPA ASSESSMENT- DATES

The EIPA assessment dates are:

October 22-23, 2010

January 21-22, 2011

April 29-30, 2011

All assessments will be given at USDB in Ogden. USOE is still offering a \$100.00 stipend for Utah educational interpreters.

To find all registration information go to:

[www.task12.org](http://www.task12.org)



## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### Transition Roundtables

**October 26, 2010**, Red Lion, Salt Lake City

**October 28, 2010**, Iron County School District Office, Cedar City

Pre-register with:

[rebecca.lewis@schools.utah.gov](mailto:rebecca.lewis@schools.utah.gov)

### Educational Interpreters Performance Assessment (EIPA) Video Conference Workshops

Workshops will be offered three times in three different locations:

St. George, Salt Lake City, and Ogden.

**November 6, 2010**, Why Do Teachers Talk the Way They Do? Register by November 3.

**January 15, 2011**, Who Did What to Whom? Register by January 12.

**April 16, 2011**, Space, the Next Frontier! Register by April 13

Questions:

Rebecca Lewis

[rebecca.lewis@schools.utah.gov](mailto:rebecca.lewis@schools.utah.gov)

801-538-7874

### Students with Significant Cognitive Disabilities (SSCD) Roundtables

**January 12, 2011 and April 15, 2011**

These roundtables are new this year and will focus on issues most concerning this population. Guest speakers, instructional materials and discussions of current issues in the classroom.

Questions:

Rebecca Lewis

[rebecca.lewis@schools.utah.gov](mailto:rebecca.lewis@schools.utah.gov)

801-538-7874

### State Behavior Roundtables

**November 18, 2010**

Bill Jenson, Ph.D.

“The New Tough Kid Book”

**January 11, 2011**

Susan L. Mulkey

“Teach All Reach All”

**March 17, 2011**

Tim Lewis, Ph.D.

“Meeting the Behavioral Needs of Students”

**Time** for all three dates is 8:30 am to 12:00 pm.

**Location** for roundtables is Utah Museum of Fine Arts (UMFA), University of Utah, Marcie and John Price Museum.

Register early—space is limited.

To register or request a flyer to distribute to your staff, please contact:

Nancy Adams

[nancy.adams@schools.utah.gov](mailto:nancy.adams@schools.utah.gov)

801-538-7906

The USOE will help LEAs provide substitute teachers on a cost share format. If you have specific questions contact:

[carol.anderson@schools.utah.gov](mailto:carol.anderson@schools.utah.gov)

