STEM Action Center
Annual Report to the Education Interim Committee
September 17, 2014

The following report is being submitted to the Education Interim Committee by the STEM Action Center. The report contains the following requested information:

(1) The Board shall report the progress of the STEM Action Center, including the information described in Subsection (2), to the following groups once each year:

(2) The report described in Subsection (1) shall include information that demonstrates the effectiveness of the program, including:

(a) the number of educators receiving high quality professional development;

(b) the number of students receiving services from the STEM Action Center;

(c) a list of the providers selected pursuant to this part;

(d) a report on the STEM Action Center's fulfillment of its duties described in Subsection 63M-1-3204; and

(e) student performance of students participating in a STEM Action Center program as collected in Subsection 63M-1-3204(4).

1. The number of educators receiving high quality professional development:
Two projects support high quality professional development: (1) the professional learning platform that is video-based and online and the (2) elementary STEM endorsement. A total of 16,848 licenses were distributed to educators for the video-based, online platform. There are 242 elementary educators enrolled in the first cohort of the STEM endorsement.

2. The number of students receiving services from the STEM AC

The numbers of students that received services from the STEM AC are as follows:

- Fairs, Camps and Competitions: 2,437
- Classroom grants: over 17,529
- Summer Camp grants: over 10,000
- Scale up for middle school and high school technologies: 161,256
- K-6 math technologies: 95,431

3. A list of providers selected pursuant to this bill:
See Appendix A.

4. A report of the STEM AC fulfillment of its duties described in subsection 63M-1-3204

Per subsection 63M-1-3204:

STEM Action Center (STEM AC) Staff and Roles (63M-1-3204; 1(a), (c)i)
The STEM Action Center (STEM AC) consists of the Executive Advisory Board, an Executive Director, Program Director, Program Coordinator, Outreach and Engagement Specialist, Marketing and Communication Specialist, STEM Specialist that serves as a liaison to the Utah State Office of Education (USOE) and a shared STEM Specialist position with the Utah Department of Workforce Services (DWS).

Private entity engagement (63M-1-3204; 1(d); 2 (e))
MEDIA CAMPAIGN
Private entities have been fully engaged in the media launch for the STEM AC as indicated in Appendix B. These activities include the continuation of media ads that feature Utah STEM companies through both cash and in-kind contributions to the Investors Coalition. The ads, supported by industry, are created and broadcast via Comcast channels. It is important to note that the private engagement that occurs through the media campaign is due to the Utah Investors Coalition, which is managed by Comcast and the Utah Technology Council. The STEM AC works with the Coalition to provide content and a connecting point to STEM AC activities and efforts. The partners that engage via the media campaign, and Comcast, leverage their resources with the STEM AC. Comcast provides a venue(s) for promoting and disseminating STEM AC projects and efforts, such as STEMatch that is discussed in the following section.

The STEM AC is working with Comcast to launch the next phase of the media campaign which is now intended to move from a high level of "changing hearts and minds" to an action-oriented campaign that will focus on mentoring. The statewide launch of STEMatch is targeted to occur in the spring of 2016. STEMatch is a mobile app for teachers, counselors and parents to find

mentoring resources with industry partners and thus allow them to learn more about careers, Utah companies and what it takes for their students to make informed decisions for their academic and career choices. Further, STEMatch will allow teachers, counselors and parents to more effectively find supplies, equipment, speakers, site visits, internships, summer camps and other out of school activities, as well as STEM courses and programs at our educational institutions. The STEMatch project will be supported through a combination of a Boeing grant, STEM AC funding (it aligns with the statutory requirement of creating a searchable database and providing information and resources to parents), in-kind technical design from Adobe and dissemination support from Comcast. The STEM AC will work collaboratively with Utah DWS and the USOE to align with their work on UtahFutures. They are very excited to take advantage of the mobile app platform and we will work as partners to join them when they train teachers with UtahFutures to also train them on STEMatch. The STEM AC will also work with teachers, USOE and DWS to find ways to share the same information that is collected with each database. This will allow both platforms to have robust and comprehensive information.

STEM SOCCER TOURNAMENT
The STEM Action Center, with help from Goldman Sachs, the Utah Technology Council, Comcast and Real Salt Lake are hosting a STEM Utah Corporate Soccer Tournament, September 22 from 2 p.m.-4p.m. at Rio Tinto Stadium, in a joint effort to support marketing the study of science, technology, engineering and math (STEM) to Utah's school population. The tournament raised $18,000 in donations, of which $10,000 was allocated to Junior Achievement for STEM-related activities and the remaining $8,000 will be used to support the second annual soccer tournament.

Companies that participated: HireVue, Adobe, Women's Tech Council, Goldman Sachs, School Improvement Network, Landesk, KUTV and IMFlash.

STEM SCHOOL ASSEMBLY
The first STEM Utah school assembly, designed to inspire students on the value of STEM education, was broadcast live on Tuesday, Oct. 21, 2014 at 1:10 p.m. from the new Olympus High School Commons with Bryan Kehl, seven-season NFL linebacker and STEM advocate, as a featured speaker.

300 students attended the event and it's approximated that several thousand were able to watch the broadcast from their classroom.

NORTHERN UTAH STEM EXPO AND OTHER EVENT SPONSORSHIPS
The Northern Utah STEM Expo, held in March of 2015, provided students and teachers from the Davis, Morgan, Ogden and Weber Districts the opportunity to engage in hands-on demonstrations and workshops. Industry partners participated and the students gained insight into future science, technology, engineering and math careers and higher education.

The STEM Action Center sponsored this event at $5,000 and helped to promote it to the public.

More than 500 ninth through twelfth graders attended the event during the day. The expo was opened to the public that evening and close to 4,000 people attended.

UTAH STEM FEST
The Utah STEM Action Center partnered with Utah's Industry to put on the first statewide STEM Fest from March 25-27 at Utah Valley University's UCCU Center. The STEM Action Center contributed $20,000 to the event, along with over 200 hours in staff time.

More than 15,000 seventh and eighth graders throughout the state attended. The event was opened to the public on Friday evening with approximately 4,000 additional attendees.

Other key sponsors of the event included Utah Community Credit Union, US Synthetic, IM Flash, Boy and Girls Clubs of Utah County, Utah Valley University, the Utah DWS, doTerra, Larry H. Miller, Utah Afterschool Network and Boeing.

Planning for the second annual STEMFest is underway (February 1-3, 2016) and the interest generated by this year's event has prompted the STEM AC and partners to double the size of the venue to accommodate more students. Finally, the STEM AC has reached an agreement with other STEM-related event planners (e.g., the Northern STEM Expo) and plans to collaborate to connect the events as a series of STEM festivals for students in Utah.

STEM INNOVATION AWARDS
With more than 400 industry leaders and government officials were in attendance, the STEM Action Center held their first STEM Innovation Awards in partnership with Utah Technology Council at their annual Utah Innovation Awards luncheon on Thursday, April 30, 2015.

The STEM Innovation Awards are an opportunity to recognize a student, teacher, counselor, principal and mentor in Utah who are excelling in science, technology, engineering and math (STEM). Nominations were open to the general public from February to March of this year. The STEM Action Center team and the STEM Action Center Board, through a rigorous process, chose this year's honorees.

- Student: Taylor Boardman, Senior at Delta High School
- Teacher: John Teuscher, Career and Technical Education teacher at Ogden Preparatory Academy
- Principal: Canda Mortensen, Assistant Principal at Freedom Elementary
- Mentor: Lorie Millward, Curator of Curiosity and Inquiry, and Director of Education at Thanksgiving Point Institute
- Counselor: Mindy Nelson, School Counselor at NUAMES (Northern Utah Academy for Math, Engineering, and Science

The teacher, counselor, principal and mentor were recognized and received a trophy and $2,000 to grow STEM in Utah, while the student received a trophy and a Mini iPad.

STEM BEST PRACTICES CONFERENCE
The Utah STEM AC held a STEM Best Practices Conference on June 22, from 12 p.m. to 6 p.m. and June 23 from 8 a.m. to 4 p.m. at Thanksgiving Point's Garden Center.

The conference was an opportunity to learn about STEM Best Practices from Utah community experts and leaders in the K-12 STEM community. There are more than 200 educators and industry members planning to attend.

A follow up survey included the following comments from attendees:

- "I learned that there is a ton going on in the space already and that everyone has something going. It made me feel less alone in my fight to help build a solid STEM foundation in the students of our local schools."

- "[I] learned that we were out of the loop of STEM in Utah. We were able to see grants that we could apply for and get. We got information of how to become more involved in the STEM action center."

- "Understanding where we are headed (our vision) with STEM education in Utah."

- "The importance of having industry communicating and being a part of what is happening with STEM."

- "I am much clearer on the breadth of programs under the Stem Center and very impressed by all the Stem Center is doing. In addition understanding why the math technology grants were established helps me to push the use of those funds in the best way to meet the goals of the center."

UTAH JAZZ AND CENTURY LINK STEM STUDENT RECOGNITION

The Utah Jazz, in partnership with Century Link and the STEM AC, presented a total of eight awards to outstanding " STEM students" during the 2015-2016 basketball season. The students were nominated by a teacher and selected by the STEM AC staff to receive a customized Jazz jersey during half time at a Jazz game. Century Link donated $10,000 to STEM AC during half time at the last game of the season.

CENTRAL UTAH CLINICS

The physicians with Central Utah Clinics donated nearly $15,000 in supplies that were distributed to Career and Technical Education (CTE) teachers for the new allied healthcare hands on activities that are taught in the 7th grade CTE course. The STEM AC purchased the supplies and allocated them to 120 bags that were then distributed to the CTE teachers in middle schools across the state.

TESORO MOBILE CLASSROOM

The STEM AC is working with Tesoro to submit a grant to fund the design, purchase, equipping and operation of a mobile classroom. A planning grant was awarded to the STEM AC to develop a full, five-year plan and budget for the STEM bus. The STEM AC team has researched other busses such as the Micron/Discovery Education bus and the Geek Bus (currently funded by Tesoro and operating out of San Antonio, TX). The STEM bus will focus on curriculum content that aligns with standards in STEM-related areas and will emphasize hands-on activities that highlight the fun of

the STEM areas that they are studying in school. The hands-on activities will showcase Utah companies and technology and give students and teachers a better understanding of STEM in Utah. Finally, the bus will be particularly beneficial to Utah rural schools that often do not have the critical mass of students to justify fully equipped engineering or science labs. The final grant is due to the Tesoro foundation in October of 2015.

UTAH AEROSPACE PATHWAYS PROJECT
In March, 2015 the Boeing company approached the State of Utah about doing an industry-focused educational program. They asked for a specifically designed curriculum that met their industry standards. As the project evolved Boeing invited several other businesses, including Harris, Orbital ATK, Hill Air Force Base, Hexcel and Janicki Industries, to be part of this partnership.

The STEM AC worked with the Governor's Office of Economic Development to find two school districts, Granite and Davis, to work with corresponding post-secondary training institutions, Salt Lake Community College (SLCC) and Davis Applied Technology College (DATC). High school students in these districts, beginning Fall of 2015, will be able to enroll in this innovative program and have the opportunity to seek employment with these businesses.

The STEM AC worked with the school districts to define the pathway and curriculum that will allow students to take a first semester class that teaches the basics of manufacturing. During the second semester students will get more advanced training at SLCC/DATC. During the second semester students will also get an opportunity to be part of an innovative internship with one of the industry partners. Those students age eighteen and older will have an opportunity for employment immediately following the school year.

This is the first time that major industry partners have stepped up and taken a very active role in a K-12 education partnership. Boeing selected Utah to pilot this program because they knew that Utah would perform well and that this would provide them with a template to use in other states. A recent press conference on September 4, 2015 held by Governor Gary Herbert celebrated this successful partnership.

R&D role of STEM AC (63M-1-3204; 2 (a)- (c); (f))
The STEM AC functions as a third party to conduct R&D projects in key areas of STEM education. The projects funded in HB139 and HB150 include (1) implementation of best practice math technologies in K-12 classrooms with an emphasis on college and career readiness in math for high school (2) implementation of video-based, online professional development tools and materials (3) design and implementation of an elementary STEM endorsement (4) implementation of products and materials with the necessary professional development to improve applied science and technology in 7th and 8th grade Career and Technical Education courses and (5) implementation of high school STEM certifications that are industry-recognized and facilitate employment in available STEM careers.

63M-1-3204 2 (c) - A core function of the STEM AC, which is a critical component of the R&D process, is the review and evaluation (via a third party evaluator) of STEM education-related materials and products. The STEM AC has reviewed and facilitated the use of materials and

products for K-12 math software, applied STEM materials, and video-based online tools for professional development. See Appendix A for a full list of products that were selected for these various projects.

The STEM AC is entering the second year of the K-12 math digital learning tools project. The end of year test scores for Year 1 (2014-2015 school year) will be released to the STEM AC by the USOE in a few weeks. The completion of the second year of evaluation (2015-2016 school year) will allow the STEM AC, in partnership with the USOE, to use the third party assessment results to select only those products that have yielded significant size effects for student achievement, high levels of educator and student satisfaction and provide a reasonable expectation for the ability to keep the tool relevant.

63M-1-3204 2 (f) - The STEM AC focuses on using resources to bring the latest STEM education learning tools into public education classrooms. This can be seen with the implementation of math digital learning tools in K-12 classrooms. These tools infuse the use of technology to support the improvement of math skills for students and they also help to better prepare students to be successful in post-secondary STEM-related programs. The STEM AC is working to implement materials and products that facilitate hands on, project-based learning activities for 7th and 8th grade Career and Technical Education (CTE) courses.

The STEM AC is working with partners to address proactively the incorporation of a mechanism into the AC operational process that allows for ongoing R&D for new products that are released onto the market. This is critical to ensure that students and educators are using best practices and to anticipate the inevitable "product fatigue" that will most likely occur with students over time. There are a number of possibilities that have been discussed and STEM AC will communicate with districts to determine which products they are interested in to ensure that the AC is aligned with district actions.

Support of STEM-related competitions, fairs and camps, and STEM education activities (63M-1-3204; 2 (d))

The STEM AC funded 2.427 students for the Fairs, Camps and Competitions micro-grant program, which represents an 82% increase in student participation as compared to fiscal year 2015. The STEM AC used one-time carry over funds from fiscal year 2013 to support the increase in student participation over fiscal years 2015 and 2016. The STEM AC has built in $250,000 of support from its ongoing operational budget to support student participation every year. This will be sustained once the additional, one time carry over is spent.

The STEM AC used one time carry over funds from fiscal year 2014 and expanded its micro-grant program during the fiscal year of 2015 to additional STEM activities that include classroom grants for educators and summer camp activities for students. The AC awarded 123 classroom grants to educators with 17,529 students impacted by the grant programs. Finally, over 20 summer camp programs were supported and these camps impacted over 10,000 students. Appendix C provides a summary of participation data for the competitions, fairs and camps activities.

A full, end of year report of the data that was collected from the Fairs, Camps and Competition grant program will be included in the last section of this report (page 17).

Identification of best practices being used outside the state and learning tools for K-12 classrooms (63M-1-3204 2 (h and i) i- and ii))
63M-1-3204 (h) – The STEM AC team has attended various conferences including the Southwest Pathways conference in Phoenix, AZ which highlighted best practices being used for the design and implementation of career pathways in technical education. The team attended the Close It Summit that focused on best practices in connecting educational efforts in STEM to talent needs in industry. The STEM AC submitted an abstract to the Science and Mathematics Teaching Imperative (an initiative out of the Association of Public and Land-Grant Universities) that provided an opportunity to share and gather best practices on how states address STEM-based initiatives and integrate their Institutions of Higher Education into those initiatives. These conferences aligned well with the strategic targets for the STEM AC to do a better job of aligning STEM education with talent needs in Utah companies and working more effectively with Utah colleges and universities.

Provide a Utah best practices database (63M-1-3204, 2 (j))
The STEM Action Center is currently working with industry (specifically Comcast, Adobe and Boeing) to build a mobile app called STEMatch. The app is modeled after the matching services that exist in the public domain that utilize a profile-based submission platform. An algorithm then takes the profiles for "need" and matches them to the profiles submitted for "supply" and determines the best matches based upon key words and phrases. This mobile app gives educators, counselors and parents an effective and easy way to connect to industry mentors and resources in the STEM community. Educators will be able to access industry mentors to help them with STEM-related projects (e.g. helping to teach a difficult STEM subject in the classroom, soliciting industry participation in STEM events, fairs and competitions, etc.). Counselors will have the ability to submit a profile that describes certain careers and STEM areas in which they are deficient in their knowledge and find an industry mentor to "educate" them. Parents will be able to submit a profile that can help them find resources such as summer camps, scholarships or STEM-related programs at Utah institutions.

Profiles will be solicited from not only industry professionals but university professionals to allow educators, counselors and parents a comprehensive profile-based database.

This platform solves the problem of exhausting or overtaxing industry partners. It allows for an industry mentor to toggle between active and inactive for their profile depending upon their current or projected workload. It is anticipated that this control over volunteering will be attractive to industry partners and encourage participation. This match-based platform also facilitates a more targeted approach to finding information. An issue that arises with key word or phrase searches in a traditional website is that you only get information based upon what you know about the topic. A profile-based option allows for a user to be completely lacking in content knowledge in an area and still find useful resources and mentors.

The STEM AC is working closely with the Utah DWS and USOE to collaborate with them on the Utah Futures website. STEMatch provides an additional mobile opportunity for them to access

and allows for a very robust data set to be used in both the Utah Futures website and STEMatch. The STEM AC and DWS/USOE will work together to share training sessions for educators and counselors.

Finally, the STEM AC will work with Comcast to promote the use of STEMatch through media broadcasts and other outlets available with Comcast.

The Curiosity Unleashed (STEM.utah.gov) website provides access to content that targets students, parents, educators and industry partners. The content consists of innovative STEM materials for use in the classroom and at home. These materials range from audio and video-based content to links that showcase best practices by Utah STEM stakeholders as well as materials that are hosted by other high quality websites. The content includes information that showcases the variety of career options, the educational pathways and the Utah professionals that represent these STEM career choices. The site includes information regarding STEM events and activities across the State; a description of these events, along with dates, locations and a point of contact will be included. Events are posted monthly on a calendar. This content is presented as a searchable library that allows a user to find resources of interest. Contests for students will be hosted, in partnership with industry partners, that allow students to provide input to the website and become more involved in STEM.

63M-1-3204 2 (k) i and ii – The following information has been tracked based upon use of the website: the STEM Action Center website, during the 2015 fiscal year, had 101,000 page views, 25,000 new users, and 37,000 sessions. The social media accounts for the Center include Facebook (500 followers), Twitter (292 followers), Instagram (91 followers), LinkedIn (69 followers) and Google+ (11 followers).

Join and participate in a national STEM network (63M-1-3204 2(l))
The STEM AC joined STEMConnector, a national organization that supports the STEM community not only at a national level, but regionally as well. They provide significant national exposure and coverage of STEM activities and programs that facilitate national and regional dialogue. The STEM AC will evaluate the value of participating with this organization over the next year. They have provided valuable resources and exposure, but as the STEM AC team has become more engaged at a national level, it is not clear whether membership with this organization is necessary.

The STEM AC has also been involved with the Million Women Mentors initiative (this is part of STEMConnector) and has pledged 2,000 women mentors over the next five years. The ability to track women mentors will become much easier with the introduction of STEMatch.

Identify performance changes linked to use of the best practices database (63M-1-3204 2 (m))
The STEM AC has not actively collected any usage and customer satisfaction data for the website at this time. It is not clear how this can be accomplished through the use of a database to find resources. The STEM AC has included this as a "clean up" bill to eliminate it from the statutory requirements for the STEM AC.

STEM school designation (63M-1-3204, 2 (n))
The STEM AC, working with the USOE, has generated a comprehensive plan for a STEM School designation program. The Utah State Board of Education and the STEM AC Executive Board have approved the criteria. The first solicitation for applications was released in early September of 2015 and recently closed; there are 37 applications in the first . There are several webinars scheduled to guide potential applicants through the process. A designation proposal is included as Appendix D.

Support best methods of high quality professional development for K-12 STEM Education (63M-1-3204 2 (o))
The STEM AC is working collaboratively with the USOE to design and deploy a high quality professional learning platform to school districts and charter schools to implement best practice tools for video-based, online professional learning products. Two products were reviewed and approved through the state procurement process, Scholastic and School Improvement Network (SINET). Districts and charter schools had the opportunity to review these products and submit a request for licenses and the additional support of implementation, if needed. The districts that were awarded licenses were required to work with the product provider to develop a comprehensive implementation plan during the 2014-2015 school year.

The STEM AC has continued the contract with SINET for Year 2, however the contract with Scholastic has not been renewed for Year 2. This was due to a mutual agreement between the STEM AC and Scholastic that the nature of the work for this contract was not fitting the needs of the schools and teachers.

A requirement of the original application was to provide a basic implementation plan. This allowed for the STEM AC to determine if the Local Education Agency (LEA, which is a district or charter school) was able and willing to commit to the project. The LEA, if the application with the basic implementation plan was approved, was then required to work with SINET to develop a detailed implementation plan during Year 1 (the 2014-15 school year). A key component of the implementation plan was to demonstrate how the district would increase the initial usage of the professional learning platform to 100% by the end of the Year 2 (the 2015-2016 school year). A few examples of district implementation plans are included in Appendix E.

There were many districts that were able to begin initial use of the video-based, online platform during Year 1 (the 2014-15 school year). This initial usage was tracked and documented. However, as was described above the usage of the product will increase significantly during Year 2.

The purpose of the strategic implementation during Year 1 was to assist each participating Local Education Agency to:

- Establish a full, detailed strategic professional learning vision and implementation plan.
- Identify goals and objectives of the implementation
- Create metrics and measures of success for the implementation

- Align the use of Edivate tools and resources in support of the overall vision and goals for professional growth.

The first step in this process is for district and school administrators to participate in School Improvements Networks' Blueprint for Success course, followed by the intensive Boot Camp training where administrators create and develop a strategic roll-out plan aligned to their district professional development plan. During Boot Camp they make decisions about:

- How they will define and measure success of the implementation.
- What data they will use to measure success.
- How they want to sue the tools and resources in Edivate in support of their broader district goals and objectives.
- Which groups will use and adopt the tools, and
- Timelines for communication, training and adoption.

Planning completed during Boot Camp becomes the basis for the ongoing implementation work supported by the Implementation Consultants. Consultants support, track and manage the implementation with ach district team. They work on a proactive basis with the team to ensure they stay on track with their plans, achieve project milestones and adequately progressing towards the achievement of the goals and objectives for the project.

The 2015 full evaluation report, response to the final section of this report on page 17, is included as an attachment.

Descriptions of the Trainings

BLUEPRINT FOR SUCCESS

District and school administrators are prepared for intentional implementation of Edivate in their districts and schools through the Blueprint for Success training course. The training course is offered as a one-day, onsite training and it is recommended that the Edivate Essentials Course be taken as a prerequisite to this course. The training, which is based upon principles from the Implementation Framework, empowers administrators to integrate Edivate into their professional development strategy and plans. In this course, district and school administrators will do the following: develop a systematic approach to professional development, draft an action plan specific for their schools, and discuss communication strategies that increase overall adoption and use. Appendix F provides an overview of the Blueprint for Success model.

BOOT CAMP

This two-and-a-half day professionally facilitated experience is either hosted at the School Improvement Network's headquarters in Salt Lake City, or regionally near the school district or charter school. Participation in this course results in a multi-year strategic plan including a detailed and actionable first year roadmap. Boot Camp is intended to be an immersive experience that empowers school and district leaders to develop a vision-

directed, comprehensive plan for professional learning. Upon attending leaders participate in strategic discussions and activities to determine how the Edivate platform will be used to support teacher growth and effectiveness. Boot Camp helps develop a comprehensive plan to get the most out of professional learning programs through the intentional application of the School Improvement Network Strategic Planning Framework. Appendix G provides an overview of the Boot Camp training; three examples of the resulting strategic implementation plans (Beaver School District, Providence Hall and Utah School for the Deaf and Blind) are included as Appendix E.

EDIVATE ESSENTIALS

The purpose of the Edivate Essentials course is to provide the essentials for using Edivate for professional learning. Participants in this course will learn to integrate the essential functions of Edivate into professional learning routines. They will learn to quickly find professional learning videos that apply directly to mission-critical needs, track professional learning activities and access reports to provide evidence of progress. They will also collaborate with other education professionals across the country and around the world.

SCHOOL LEADERSHIP M4 FRAMEWORK

The M4 Leadership Framework, is a construct that can be used to facilitate effective professional development in schools and districts through Edivate. The framework focuses on 4 M's: Map, Model, Motivate, and Monitor. This construct can be used to create focus objective folders, add content to focus objective folders, share content with other users, use collaborative viewing, create groups, and generate reports. This framework provides school and district leaders with a road map and step-by-step direction for making Edivate a successful professional learning experience for everyone involved. Appendix H provides an overview of the M4 Framework process.

NETWORK GROUP MEETINGS

These collaborative luncheons are hosted by SINET to foster collaboration among the participating districts and offer a forum where they can share the different Edivate courses that have been developed (topics such as SLO's, Utah Effective Teaching Standards and Depth of Knowledge) and also how each district is utilizing the Edivate tools.

The product providers have begun to create videos that feature best practices in STEM education from Utah educators. These videos highlight best practices in pedagogy and content delivery for STEM-related areas. The selection of Utah educators for the videos was organized in partnership with the product providers and the USOE. It is important to note that several districts were reluctant to participate in the professional learning project for various reasons. The creation and use of instructional videos that feature best teaching practices by Utah teachers was innovative and very appealing and resulted in their decision to participate in the project. The following are links to several examples of the videos that have been created and are being used by Utah educators for professional learning.

3rd Grade STEM: Learning Geography Through "Mystery Skype"
https://www.pd360.com/#resources/videos/9911

5th Grade STEM: Making Maglev Cars with the Engineering Design Process
https://www.pd360.com/#resources/videos/8695

9th-12th Grade STEM: Exploring Momentum and Impulse
https://www.pd360.com/#resources/videos/8694

Recognize a high schools achievement in the STEM competitions, fairs and camps (63M-1-3204, 2 (p))

63M-1-3204 2 (p) – There were several activities that helped to recognize achievement by schools and students. The STEM AC, in partnership with Comcast and the Utah Technology Council, recognized student achievement with the first annual STEMies award. The STEM AC, working with Century Link and the Utah Jazz, recognized outstanding students in STEM during half time at eight Jazz games last season. Finally, BioUtah, in partnership with the STEM AC, recognized 12 STEM students at their annual innovation awards event.

As part of the STEM AC's work with the STEM Investor's Coalition, KUTV has produced over 20 STEM stories this year ranging from STEM events (FIRST Robotics, STEM Fest, STEM Innovation Awards, etc.) to highlighting student projects. You can find these features on the KUTV website at http://kutv.com/features/stem.

A full, end of year report of the data that was collected from the professional learning project will be included in the last section of this report (page 17).

Develop and distribute STEM information to parents of students being served by the STEM AC (63M-1-3204, 2 (r))
STEMatch, previously discussed, will provide access to resources for parents. The STEM AC also reaches out to parents when they attend student STEM events. Parents are encouraged to sign up for the newsletter and to follow the STEM Action Center on social media, where they can find out about STEM events across the state and student grant opportunities. The first annual STEMFest attracted nearly 5,000 family participants on open family night.

A specific section on the website is dedicated to parents, where they can learn the significance of STEM and also keep up to speed on the latest events.

Support targeted high quality professional development for improved instruction in education, including improved instructional materials that are dynamic and engaging and the use of applied instruction (63M-1-3204, 2(s) i - iii)
The STEM AC provides oversight to three projects that address high quality professional development for the improvement of hands on, applied and engaging instruction materials. The STEM AC is working in partnership with the Career and Technical Education (CTE) staff at the USOE to select and implement new materials and classroom tools into 7th grade Introduction to CTE and 8th grade Exploring Technology. These tools focus on computer sciences and programming, information technology and engineering. Four products were selected to support

hands on instruction (see Appendix B) in the CTE courses. Product providers conducted hands on instructional support during the 2014-15 school year for their project-based platform. The platform varied for each provider that allowed districts to integrate the hands on activities in the most effective way for their programs and students. Full implementation is underway during the 2015-2016 school year. A full evaluation report is included as an attachment.

The STEM AC worked in partnership with the math and science specialists at the USOE, as well as partners in higher education, to design and implement a new elementary STEM endorsement. This endorsement consists of a sequence of six courses that will provide elementary educators with a more in depth understanding of critical STEM topics and innovative ways to implement applied or hands on instruction in their classrooms. The focus of the endorsement is the use of technology or engineering-based applications for science and math.

Individual districts applied to receive tuition funding for a single cohort from their district. The district received $100,000 to apply to tuition over the course of two years. Currently, there are 24 districts and charter schools participating and seven Institutions of Higher Education offering the endorsement (see Appendix I). There are 332 elementary educators enrolled in the first cohort. It is important to note that the STEM AC had to deny 368 teachers access to the endorsement program due to limited funding.

Finally, the STEM AC is working with the USOE and selected product providers to deploy video-based, online professional learning tools for K-12 STEM educators. The professional learning platform is discussed in detail in previous sections.

A full evaluation report of the data that was collected from these projects is included as an attachment in response to the last section of this report (page 17).

Ensure that an online college readiness assessment tool be accessible by public education students and higher education students. (63M-1-3204, 2 (t) i and ii))
The STEM AC, working in partnership with the USOE and Utah Education Network, is providing online access to EdReady for all Utah students. EdReady is an online college and career readiness tool that allows a student to select which college they are considering to attend and then provides a test for the student that indicates if they are at performance levels in math to meet admission requirements. The EdReady tool gives them access to developmental math curriculum online that allows the student to improve in areas that have been identified as deficient for admission.

The Board may prescribe other duties for the STEM AC in addition to the responsibilities described in this section (63M-1-3204, 3)
The STEM AC has been involved in additional activities that include the following:

STEM AC Strategic Planning
The STEM AC, working with its Executive Advisory Board, has determined as part of its strategic plan to identify activities that align with workforce development and STEM efforts in higher education. The STEM AC is working to (1) create a workforce alignment strategy that synergizes with its current education efforts and (2) identify key areas where the AC can collaborate with higher education partners to support STEM education efforts.

WORKFORCE ALIGNMENT STRATEGY

The STEM AC is working with the Utah DWS to develop a workforce alignment strategy for the AC. The first step was to create a shared liaison position, modeled after the successful liaison position that has been in place with the USOE. The Memorandum of Understanding (MOU) for this position is included as Appendix J; the outcomes defined for the shared role were created collaboratively between the STEM AC and DWS to ensure that they align with both agencies mission and objectives.

The STEM AC Executive Director and the STEM AC workforce liaison have been visiting all DWS Area Directors to determine how to best leverage resources with common needs in the educational and business community. Further, the STEM AC is working to determine how to leverage AC resources to gain greater and more effective reach into local communities. A goal is to work more effectively with local governments, economic development agencies and business leaders.

The STEM AC has been working with the Governor's Office of Economic Development to coordinate and support key workforce projects that have been prioritized by the Governor's Economic Coordinating Council. These include ongoing support of the digital math learning tools project, a K-8th applied STEM program and a K-12 Computer Science Initiative.

A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis will be conducted for the AC to determine how to best define goals and objectives for a workforce alignment strategy.

HIGHER EDUCATION COLLABORATION

The STEM AC has been convening meetings with a group of higher education STEM partners. Representatives from Utah State University, Weber State University, University of Utah, Utah Valley University, Southern Utah University, and the Utah System of Higher Education have attended these meetings. Additional invitations have been extended to Dixie State University and Salt Lake Community College.

There have been several outcomes from these initial meetings: The group wants to (1) align with K-12 partners and provide better support, where appropriate, to policy issues (2) engage in program design and innovation in areas that can mutually benefit STEM education in K-12 and post-secondary programs (3) develop a "hub and spoke" model that positions the STEM AC as the "hub" and results in some version of "spokes" out into the educational community. There have been various ideas on the table that define the leadership and purpose of the "spokes."

To date, the various efforts have emerged as a result of the meetings: (1) a smaller committee has met to make recommendations for SB145, the Physics Education Proposal. This has been a group of K-12 and higher education partners that have met several times to discuss recommendations for physics education, as they align with SB145. The recommendations include strategies to improve retention of high quality physics educators through improved professional development efforts, incentives to promote the idea of "physics for all" and a re-examination of the current version of the endorsement that integrates high quality professional development into the endorsement courses. (2) a group of K-12 and higher education partners are working on a K-12

Computer Science Initiative. The overall purpose of this group is to focus on three key areas of Computer Science Education that include professional development (including endorsement re-design), curriculum material and course design and innovative recruitment and retention strategies for Computer Science educators. The group is working to leverage additional resources such as grants (code.org and National Science Foundation) and corporate support (cash and in-kind).

Joint Board Meetings

The Utah State Board of Education reached out to the STEM AC Executive Board to inquire about the possibility of the two Boards meeting jointly on a regular basis. The first joint Board meeting was held on August 6, 2015. There is discussion to conduct similar joint Board meetings with the State's Workforce Investment Board.

Outreach and Engagement

The STEM AC conducts the following outreach and engagement activities as a means to provide project support and promote STEM AC resources. A summary of the metrics that are tracked for outreach and engagement is included as Appendix K.

- Visits with district superintendents: The STEM AC is working to ensure that all superintendents are knowledgeable of the STEM AC and its resources and supportive of their district's participation in STEM AC projects.
- Site visits to STEM AC projects: The STEM AC conducted a pilot site visit to two of its elementary math project sites. Invitations were sent to several legislators and ten were able to participate in the visit. The response was overwhelmingly positive and the STEM AC is working to schedule more this school year in various areas of the State.
- Sponsorship of events for students: Sponsored events include the following with approximate participants in parentheses: BioUtah (350), Northern Utah STEM Expo (500), STEM Soccer Tournament (150), Governor's Science Medals (200), Women's Tech Council 7th annual awards (500), Expanding Your Horizons (1,000), SheTech (900), STEMi Awards (400), Beehive Academy STEM Expo (1,000), STEM Fest (15,000 students, students, 4,000 community attendees), Jordan Applied Tech STEM career fair (200), and Utah Association of Public Charter Schools (650).
- The STEM Action Center distributes a monthly newsletter that has a reach of over 3,000 Utahns, with 500 unique sign-ups at the STEM.Utah.gov website since its creation in December of 2014. The newsletter receives an average open rate of 17.5%.

Acquisition of STEM education related instructional technology program – Research and development of education related instructional technology (63M-1-3205)

The STEM AC completed its first full year of training and implementation to support the transition to statewide use from the pilot that was conducted during school year 2013-2014. A total of 194,555 students had access to the licenses associated with the math digital learning tools. The program covered 30%, in grades K-12, of the students in Utah, with 73 districts and charter schools participating (460 schools total). There were 11 products selected through the State's procurement process and tested over the 2014-2015 school year.

There was a strong focus on completion of training with teachers on the digital learning tools. The training was crucial to success of the tools; it helped to provide teachers with the ability to make appropriate decisions in their classroom regarding how and when to use the tools to supplement their math instruction. The research indicates that this is critical to gain optimal success with the use of supplementary instructional software in the classroom.

The third party evaluator for the STEM AC has been working with the USOE to access end of year test scores (SAGE) to align with use of the digital learning tools. The data was provided to the STEM AC on Friday September 25th and the evaluator will provide a full report by October 12th that will be submitted as an addendum to this report.

Third party evaluation report on performance of students participating in STEM Action Center programs as collected in Subsection 63M-1-3204(4).

The third party evaluator for the STEM AC, as described in the preceding section, has been working with the USOE to access end of year test scores (SAGE) to align with use of the math digital learning tools, professional learning and applied science projects. The evaluator has provided a full evaluation report that is included as the final appendix for the purpose of this initial submission to the Education Interim Committee. An addendum with the impact findings that are aligned with the end of year test scores will be submitted as an addendum on October 12th, 2015.

ATTACHMENTS:

Appendix A: Selected Product Provider list
Appendix B: Media Campaign summary
Appendix C: Fairs, Camps and Competitions summary
Appendix D: STEM School Designation Proposal
Appendix E: Professional Learning: Examples of Implementation Plans
Appendix F: Professional Learning: Blueprint for Success overview
Appendix G: Professional Learning: Boot Camp overview
Appendix H: Professional Learning: M4 Framework overview
Appendix I: Elementary STEM Endorsement report
Appendix J: Utah Department of Workforce Services Liaison Memorandum of Understanding
Appendix K: Marketing and Communications summary
2015 Evaluation Report

Attachment A
Selected Product Provider List

HB Project	Vendor	Alignment
Math Software: Grades 6-12	McGraw Hill (ALEKS)	✓ Contains individualized instructional support for skills and understanding of core standards ✓ Is self-adapting to respond to the needs and progress of the learner ✓ Provides opportunities for frequent, quick and informal assessments ✓ Includes an embedded progress monitoring tools and mechanisms for regular feedback to students and teachers
Math Software: Grades 6-12	Pearson (MathXL)	
Math Software: Grades 6-12	Think Through Math	
Math Software: Grades 6-12	Explore Learning (Reflex)	
Math Software: Grades 6-12	Compass Learning (Odessey)	
Math Software: Grades 6-12	Hot Math (Catchup)	
Math Software: Grades 6-12	MIND (ST Math)	
Math Software: Grades 6-12	Curriculum Associates (i-Ready)	
Math Software: Grades 6-12	Monterey (NROC)	
Math Software: Grades K-6	McGraw Hill (ALEKS)	✓ Contains individualized instructional support for skills and understanding of core standards ✓ Is self-adapting to respond to the needs and progress of the learner ✓ Provides opportunities for frequent, quick and informal assessments ✓ Includes an embedded progress monitoring tools and mechanisms for regular feedback to students and teachers
Math Software: Grades K-6	Pearson (MathXL)	
Math Software: Grades K-6	MIND (ST Math)	
Math Software: Grades K-6	Think Through Math	
Math Software: Grades K-6	Curriculum Associates (i-Ready)	
Professional Development Software	Scholastic	✓ Access to automatic tools, resources and strategies ✓ Work in online learning communities ✓ Includes video examples of highly effective STEM education teaching
Professional Development Software	School Improvement Network	

		✓ Covers a cross section of grade levels and subjects ✓ Includes videos of Utah STEM educators ✓ Contains tools to help implement what has been learned ✓ Allowance for face-to-face learning in a hybrid model
Career and Technical Education Software: Grades 7 & 8	Pitsco The STEM Academy ITEEEA Project Lead the Way	✓ An applied science curriculum for students in grades 7 and 8 ✓ Includes STEM applied science curriculum with instructional materials ✓ Includes STEM hybrid or blended high quality professional development that allows for face-to-face applied learning ✓ Includes hands-on tools for STEM applied science learning.

Appendix B
Media Campaign Summary

Industry Coalition Report
STEM Action Center Support **July 27, 2015**

The STEM Utah Industry Coalition now consists of 24 partners. Since the launch of the STEM Utah media campaign in January 2014 this group has contributed a total of $2,613,885 in cash, products and services and pledge a likewise total of $500,000 through 2015.

- Adobe
- Boeing
- IM Flash
- Goldman Sachs
- Chevron
- Fidelity
- Rocky Mountain Power
- Utah Career Center – Utah Mechanical Contractors Association
- Merit Medical
- doTERRA
- U.S. Synthetic
- Dept. Workforce Services
- Utah Technology Council
- Comcast
- NuSkin
- Nelson Labs
- Energy Solutions
- Regents Blue Cross
- Orbital ATK
- KUTV
- EMC2
- Energy Solutions
- L-3 Communications
- Tesoro

The following is a summary of Q1-2/2015 efforts:

• Cash contributions to-date:		$280.000
• Cash pledged through Q4/2015		$500,000
• In-Kind contributions through Q1-2/2015		
○ TV & Online media		$469,248
○ News stories (value for 25 stories)		$321,125
○ TV Production, Events & Services		$ 8,600
	Total……	**$1,578,973**

Media summary – Q1-2/2015:

- TV spots…Cable networks, KUTV & KMYU 7,207

Appendix B
Media Campaign Summary

- Online video ad impressions 1,957,497
- News stories on broadcast TV & live event coverage 25

STEM ACTION CENTER

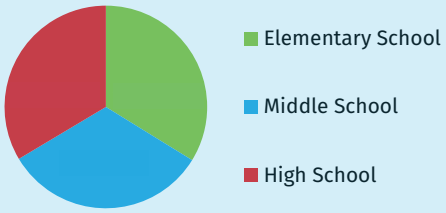
Fiscal Year 2015 Grants Report

Student Fairs, Camps and Competitions Grant

2,427 *students impacted* **$391,000** *awarded* **50%** *first-time applicants*

Encourages Utah K-12 student participation in events and activities that focus on STEM subjects. Students apply for funding and are reimbursed for their expenses after their respective event.

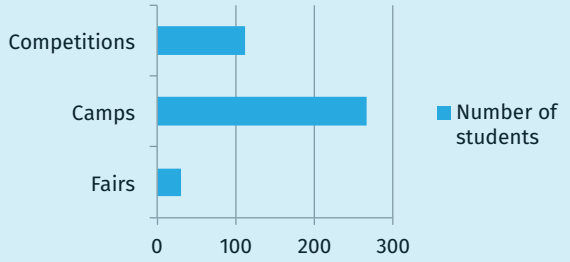
Grade Level Distribution



Application Statistics

82% Increase in student applications from 2014

Event Distribution

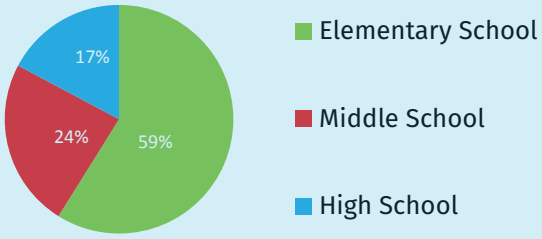


STEM Classroom Grant

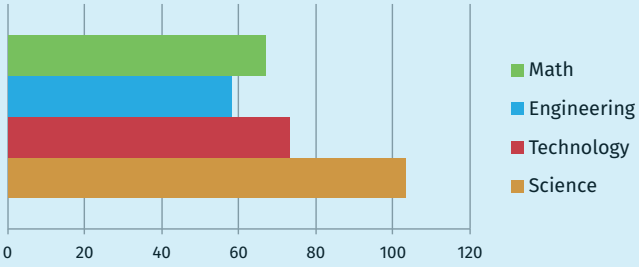
17,529 *students impacted* **$148,000** *awarded* **40%** *interested in industry partners*

Available for Utah preK-12 classrooms to increase student understanding and learning experiences in STEM subjects. Awards were granted to innovative and creative projects that focused on the unique needs of students.

Grade Level Distribution



STEM Subject Distribution



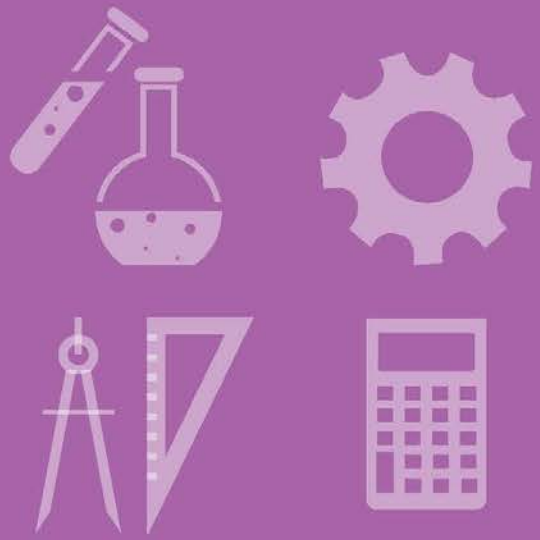
STEM Organization Grant

10,000+ *students impacted* **$130,000** *awarded* **20+** *organizations supported*

Offered to organizations that offer STEM camps or competitions.

Junior FIRST® LEGO® League · The University of Utah · Utah State University · Mad Science · TATC Tooele Applied Technology College A UCAT Campus · USU Extension · Boys & Girls Clubs of Greater Salt Lake · FTC FIRST® Tech Challenge · G/R/E/A/T Graphics & Robotic Exploration with Amazing Technology Summer Camp · Thanksgiving Point · Weber State University · UVU Prep · Utah FIRST® LEGO® League · FRC FIRST® Robotics Competition · Westminster · Utah Valley University

STEM SCHOOLS DESIGNATION
FOR UTAH



Utah STEM Action Center with the Governor's Office of Economic Development
In partnership with the
Utah State Office of Education

UTAH STATE OFFICE OF EDUCATION

STEM ACTION CENTER
U · T · A · H

Utah STEM School Designation Criteria
Pilot Year Model

Utah STEM Schools Designation

Purpose:

Utah's STEM definition - "STEM education is the intentional inclusion of science, technology, engineering, and mathematics, and their associated practices, to create a student-centered learning environment in which students investigate, engineer solutions to problems, and construct evidence-based explanations of real-world phenomena."

The Utah STEM Schools Designation program was developed to define the criteria and elements necessary for a school to create a comprehensive STEM learning environment for their students. The STEM schools designation program will allow schools to engage in discussions with faculty and community partners around STEM education as a lens for strong instruction for students to prepare them for college and career readiness. The designation also serves as an indicator for members of the public who are looking for STEM school experiences in Utah K-12 education. Schools that have identified a passion for STEM education will benefit from the opportunity for both reflection and recognition through this program.

In order to support local initiatives that are attempting to meet the requirements of STEM education in Utah, the Utah Legislature is supporting designation of STEM schools. Utah Code 63M-1-3204 States in part that:

> *"The STEM Action Center as funding allows shall: work cooperatively with the State Board of Education to designate schools as STEM schools, where the schools have agreed to adopt a plan of STEM implementation in alignment with criteria set by the State Board of Education and the board;"*

STEM Schools Criteria:

The following criteria are proposed to evaluate STEM schools for designation:

i. Curriculum: Problem-Solving Rigorous Learning (7 Elements including *Problem-Solving Learning*, *Student Cooperation*, and *Engineering Design Process*)
ii. Leadership (4 Elements including *Career Exposure* and *STEM Instructional Leadership Team*)
iii. Assessment (2 Elements including *Student Learning Outcomes* and *Use of Assessment to Inform Instruction*)
iv. Professional Learning (3 Elements including *Staff Engagement in Relevant Professional Learning Opportunities* and *Staff Reflect on Their Work*)
v. Teaching (4 Elements including *Teacher Differentiation of Instruction Based on Learning Needs* and *Staff Spreads Practices*)
vi. Student Engagement and Equity (7 Elements including *Student Autonomy* and *Extracurricular Activities*)
vii. Community (3 Elements including *Family Involvement* and *Service Learning*)
viii. Facilities (2 Element including *Technology Use* and *Allocation for Physical Resources to Support STEM Learning for Students*)
ix. Strategic Alliances (3 Elements including *Partners Support Instruction* and *Provide Resources and Staff Establishes and Maintains Partnerships*)
x. Advancement and Sustainability (2 Elements including *Development of a Five-Year Plan on Goals and Benchmarks for Community Strengths*)

Utah STEM School Designation Criteria
Pilot Year Model
The rubric articulates how each criteria will be evaluated at one of four levels of implementation. Schools will provide evidence and artifacts in a portfolio model with accompanying narrative for each of the elements in alignment with their implementation.

Non- Existent = 0 points	Developing = 1 point	Existing = 2 points	Exemplary = 3 points *(In addition to all 'Existing' indicators)*
The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document. A school is able to indicate a maximum of five elements for the "Developing" implementation level, as we recognize that change takes both time and resources.	These indicators articulate the evidence that this element exists within the school community. All indicators must be met to qualify for the "Existing" implementation.	These indicators articulate the evidence that this element is exemplary at the school community. All indicators must be met in addition to all the indicators in the existing category to qualify for "Exemplary" implementation.

Designation Levels:
Each school will indicate a level of implementation for all of the proposed elements. The STEM School Designation award levels will be granted at the following point values:

Designation	**Point Range**
No STEM School Designation for schools that are still in development phase of STEM mission and programming	0 points – 69 points
Bronze STEM School Designation	70 points – 80 points
Silver STEM School Designation	81 points – 90 points
Gold STEM School Designation	91 points – 99 points
Platinum STEM School Designation	100 points and above

Pilot Year Timeline:

Release of Utah STEM Schools Designation Pilot Program *Designation Criteria, Applications, and all supporting documents for the process.*
Pre-Assessment Due to STEM Action Center *The pre-assessment materials will include an application that asks schools to identify stakeholders who will be helping in the application process and complete an initial overview of school evidence for criteria.*
Full Portfolio Due STEM Action Center *The full portfolio will comprise of the completed rubric with proposed implementation levels accompanied by artifacts, evidence, and a narrative for each element.*
Review of Portfolios for STEM Schools by Utah STEM Stakeholders *The review of the portfolio will be completed by representatives from multiple STEM stakeholder groups, including K-12 STEM teachers and leaders, USOE, STEM Action Center, Industry partners, etc. Feedback will be given on strengths and areas for improvement.*
Site Visits Scheduled and Completed for Schools seeking Gold or Platinum STEM School Designation *Site visits will be day long visits of review teams looking at evidence in alignment with portfolio and will consist of observation and interviews.*
STEM School Designation Awards Ceremony

Utah STEM School Designation Criteria
Pilot Year Model

This would be an annual application cycle that would be available to schools each school year. Once awarded, the designation would be active for 3 years before a school would need to reapply to maintain or ascend to a new designation level.

The designation will be noted with STEM designation seal to be available for the school to use in promotional materials. In addition the school would be listed as a designated STEM school on the STEM Action Center website for community reference. At this time, there is no additional funding to be awarded for STEM School Designation.

Future Goals for the STEM Schools Designation Program:

1. Review community feedback from pilot year to improve upon rubric, application, and process.
2. Look at development of specific rubrics for elementary and secondary level schools.
3. Work with an external evaluator to look at STEM school outcomes for both academics, attitudes, and interests.

DEFINITION OF STEM FOR UTAH

UTAH's STEM definition: "STEM education is the intentional inclusion of science, technology, engineering, and mathematics, and their associated practices to create a student-centered learning environment in which students investigate, engineer solutions to problems, and construct evidence-based explanations of real-world phenomena."

Science, Technology, Engineering, and Mathematics (STEM) education is critical to ongoing economic success in Utah. Nationwide, growth in STEM careers outpaces that of any other occupational category. STEM occupations grow more quickly than the economy as a whole and provide opportunities at all levels of education. In addition STEM careers offer higher beginning salaries and more career earning potential than most other fields. Today's careers require STEM skills at all levels of employment, from service industries to engineering. Young adults who do not possess high-level skills in mathematics, science, and technology are at a significant career disadvantage, not only because of the tremendous opportunities for high-wage, high-demand STEM careers, but also because these skills are vital for success in other industry sectors. This combination of high need and high opportunity in STEM fields requires us to consider the proper preparation and support for individuals pursuing STEM studies.

STEM education is best sustained by supporting both individual content areas and integrated experiences. Mathematics and science build the foundation for students to apply learning in technology and engineering coursework. Integrated coursework and projects can be used to support both the academic Core Standards and the Career and Technical Program Standards. Furthermore, all four content areas work together as students engage in design challenges, laboratory experiences, and internships with rapidly growing STEM companies. STEM education requires an integrated learning approach where engineering is valued as more than activities in academic courses, where technology is seamlessly integrated throughout, and where there are high expectations for achievement in mathematics and science.

STEM education in Utah must support the critical competencies of knowledge, skill, ability, work interest, and work values. Coursework in mathematics and science builds content knowledge and skill fundamental to STEM, while coursework in subject areas such as language arts and social studies provides opportunities to improve processing, research, and communication skills that support STEM fields. In Utah, STEM includes health courses, both because of the considerable applications of STEM to health careers, but also because of the health science research supporting wellness as a building block to brain function. Problem-solving is critical to STEM success and should be evident in all classrooms. Career and technical studies in specific fields such as engineering or technology provide opportunities for students to apply knowledge and skills while building work interest. Each individual STEM field enhances the others. Finally, the entire school community works together to promote work values that include recognition, achievement, security, and responsibility.

The Utah State Office of Education (USOE) and the STEM Action Center with the Governor's Office of Economic Development (STEM AC) are committed to supporting STEM education in Utah by maintaining and improving the K-12 education system while collaborating with higher education and industry. It is the responsibility of public schools to provide foundational knowledge and skill along with associated experiences in career and technical studies. The USOE and the STEM AC work with higher education to develop and sustain up-to-date STEM competencies and research-based instructional strategies for incoming and practicing teachers. Both offices identify and promote effective programs that will build student interest in STEM fields and that supports those programs whenever possible. In order to continue this effort, additional support for ongoing professional development and replication of promising practices is necessary.

The STEM Schools Designation is designed to provide a framework of best practices in STEM education to support schools who have an interest in utilizing a STEM lens to frame their curriculum and instruction. The STEM Schools Designation also helps schools identify areas of strength and areas for continued growth

and development to support strong STEM instruction. Finally, the STEM Schools Designation helps inform community stakeholders about the engagement and goals of STEM education specific to our K-12 public and charter schools in the Utah system of education.

WHERE ARE THE "S," "T," "E," and "M" IN STEM?[1]

As you look through the ten elements and the STEM school components, you may notice what seems like a lack of items that relate specifically to the S.T.E. and M. (science, technology, engineering, and math) disciplines. In the research base developed by Outlier Research with the University of Chicago around STEM schools, and in conversations with Utah STEM school leaders and teachers, it has become increasingly evident that "STEM" doesn't mean only these disciplinary subjects. When we ask about the missions and goals of their schools, teachers often describe the importance of things like engaging students with real-world problems, preparing them for the workforce, and developing them as critical thinkers and active citizens.

The STEM disciplines themselves manifest in a variety of ways in the inclusive STEM high schools that participate in the S3 study. The instructional practices and culture in these schools are often equally, if not more, important to their STEM identity than specific quantitative data around the number of STEM courses offered. In many inclusive STEM high schools, the STEM disciplinary focus is more subtle, and the school's self-identification as "STEM School" comes more directly from a focus on pedagogy and the school culture. In all cases, it is clear that some of the most valued components of STEM schools are not STEM-discipline-specific, but relate to broader, transferrable, lifelong skills.

Many of the ideas and instructional approaches employed by STEM schools predate the STEM movement. Educational philosophers such as Dewey, Piaget, Vygotsky, and Bruner have advocated for inquiry and constructivist approaches for over a century. These thinkers argued for student autonomy, relevance, collaboration with peers, and learning-by-doing. They encouraged educators to view students as active participants in their own learning, and considered citizenship and creative and inventive thinking to be important student outcomes. None of them called it "STEM," but approaches and end- goals for students advocated by such philosophers are strikingly similar to what STEM school leaders mean when they talk about STEM today.

The STEM School Elements within the STEM Schools Designation for Utah reflect these ideas, as identified by inclusive STEM school educators themselves: embracing problem- and project-based approaches, personalizing students' learning, creating a sense of community and family, equipping students with the skills necessary for college and for the workplace, and connecting with the community.

STEM Schools work to meet these goals through an integrated approach to learning and rigorous coursework in all disciplines. These schools certainly focus on giving their students high quality, challenging coursework in STEM subjects, but also do so in all of the disciplines they teach, and in the context of all of the other things they are working to accomplish. The STEM disciplines are there, but STEM is more than the sum of its S. T. E. and M. parts.

[1] Outlier Research and Evaluation, University of Chicago. (2015) *STEM Schools Study.* Retrieved from: http://outlier.uchicago.edu/s3/

Utah STEM School Designation Criteria
Pilot Year Model

Curriculum: Problem-Solving Rigorous Learning

STEM Curriculum is selected based on Utah Core Standards. The curriculum has an articulated interconnectedness between science, technology, engineering and math. Curriculum and instruction are coordinated between the various aspects of STEM. Projects form a substantial part of the curriculum.

Element	Non-Existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Interdisciplinary Instruction Helps Students Make Interdisciplinary Connections *There are collaborative team(s) comprised of teachers who teach different disciplines. Students identify ways that disciplines are interrelated, reinforced, and complement one another.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Teachers ask students to think about how the content of the lesson relates to other STEM disciplines. - Students are asked to apply what they learned in another subject to a lesson, assignment, or activity at least once per month.	- Teachers ask students to think about how the content of the lesson related to ALL other disciplines. - Students are engaged in an integrated unit that articulates interdisciplinary connections one or more times per week.
2. Problem-Solving Learning *Learning is student-led, interdisciplinary, and engaged in real-world content and multiple solutions for student cooperation utilizing STEM knowledge and skills. Problem-solving learning at this school requires a thorough process of inquiry, knowledge building, and resolutions. Curriculum includes projects, often interdisciplinary and ranging from short- to long-term, which are focused on solving an authentic problem.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Problem-solving learning (short-term) is evident in lessons/activities at least once per month in the STEM curriculum. - Problem-solving learning in projects (long-term) is evident in the STEM curriculum at least three times per year. - Students are required to do research for problem-solving learning at least three times per year.	- Problem-solving learning in short-term projects is evident in lessons/activities at least once per week in the STEM curriculum. - Problem-solving learning in long-term projects is evident in the STEM curriculum at least five per year and three per year in other disciplines. - Problem-solving learning in long-term projects at the school draw from multiple courses or subjects.
3. Student Cooperation *Students learn from each other and work well together.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Students collaborate and work as teams in STEM disciplines at least once per week. - Student products in STEM disciplines reflect group learning interactions at least once per month.	- Students collaborate and work as teams in all disciplines at least once per week. - Student products in all disciplines reflect group

			- Students are engaged in giving and receiving constructive feedback to peers in STEM learning cooperative settings at least three times per year.	learning interactions at least once per month. - Students are engaged in giving and receiving constructive feedback to peers in all course cooperative settings at least three times per year. - Students use appropriate technology as available for collaborative work, communication, research and data collection/analysis, in projects and other assessments daily.
4. Connections to the Real-World and Current Events *Students make connections between what they are learning and real-world experiences, current events, and/or their daily lives.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Instruction regularly helps students to better understand current events and/or issues. - Students are required to apply knowledge learned in the classroom to conceptual or theoretical real-world scenario at least three times per month in STEM disciplines.	- Instruction consistently helps students to better understand current events and/or issues, including those specific to Utah, the United States, and international communities. - Students are required to apply knowledge learned in the classroom to conceptual or theoretical real-world scenarios at least three times per month in all disciplines.
5. Engineering Design Process *The teacher supports students' use of an engineering design process (prototype, test, evaluate, and revise).*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Engineering design process is the focus of science and CTE classroom curriculum at least twice per year. - One problem-solving learning project per year requires development of a product/outcome utilizing the engineering design process in most STEM classes.	- The engineering design process is the focus of science and CTE classroom curriculum at least four times per year. - The engineering design process is referenced in all classes as a possible strategy to addressing a problem.

6. Standards and Core Course Sequence *The school takes standards (Utah Core Standards, 21st Century Skills (http://www.p21.org/), etc.) into account in school scheduling/curriculum design/instruction.*	N/A *Standards-based instruction aligned to the Utah Core Standards is central to instruction. Schools need to have this element in place to be eligible for STEM School Certification.*	N/A *Standards-based instruction aligned to the Utah Core Standards is central to instruction. Schools need to have this element in place to be eligible for STEM School Certification.*	- Utah standards are the central component of all lessons for all classes. - Educators frequently review disciplinary standards for their subject area(s). - The curriculum is vertically aligned within programs, as well as to the current Utah Core Standards. - *Secondary schools:* The school provides a thoughtful rationale for the core course sequencing.	- Educators frequently review disciplinary standards for subject area(s) specific to their teaching assignment and other subject areas. - Educators utilize additional standard sets, such as 21st century skills, computer science standards, etc., to inform instruction. - Teacher teams vertically plan STEM instruction within schools. - *Secondary schools:* Students have opportunities to take STEM-based courses beyond the traditional grade-level requirements.
7. Cognitively Demanding Work *Students use thinking and process skills. This includes considering alternative arguments or explanations, making predictions, interpreting their experiences, analyzing data, explaining their reasoning, and supporting their conclusions with evidence.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Student learning products exemplify at DOK 2-3 level at least once a month. Classroom instruction is predominantly student-centered, and all students are asked to extend and refine their acquired knowledge to routinely analyze and solve problems, as well as create unique solutions. - All students are asked to support their conclusions with evidence. Students are asked to explain their reasoning. - All students are asked to consider and/or define alternative explanations.	- Student learning products exemplify at DOK 3-4 level one or more times per month. Classroom instruction is predominantly student-centered, and all students are asked to have the competence to think in complex ways and apply the knowledge and skills they have acquired. Students are asked to create solutions and take action that further develops their skills and knowledge. - All students are asked to support their conclusions with evidence. Students are asked to explain their reasoning. - All students are asked to come up with alternative explanations or arguments.

				All students are asked to make hypotheses or predictions.

Utah STEM School Designation Criteria
Pilot Year Model

Leadership

The school leadership has created clear definitions and a vision of STEM teaching and learning as it applies in the local school and as informed by state, national, and global efforts. Collaboration exists between community, industry and other education partners. Efforts are made to connect to national and global efforts.

Element	Non-Existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Career Exposure *Students participate in post-secondary education exposure activities, such as college tours, and in career-readiness experiences, including internships and mentoring. In some cases, experiences may be customized for each student.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Career field experiences are offered to students at least two times per year for authentic learning. - Careers are directly incorporated into the STEM instruction at least once per month. - *Secondary Schools:* Internships or on-site STEM participation exist for some of the students. - *Secondary Schools*: All students participate in job-shadowing, field experiences, or other on-site experiences in STEM fields at least once each year.	- Outside-the-classroom learning includes field experience and authentic, contextual learning that directly connects to the in-class curriculum. - Partners help students and teachers understand what is expected of a student planning to enter a career in the partner's field.
2. College and Career Readiness Skills *Students use the skills of communication, creativity, collaboration, leadership, critical thinking, and technological proficiency.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	*STEM lessons/activities require students to exercise skills they will use in the workplace:* - Lessons/activities require students to demonstrate leadership and responsibility. - Lessons/activities require students to present information effectively and are aligned with the Utah ELA standards for communication. - Lessons/activities require students to exercise time management and organize their work.	*ALL lessons/activities require students to regularly exercise skills they will use in the workplace:* - Lessons/activities require students to demonstrate leadership and responsibility. - Lessons/activities require students to present information effectively, and are aligned with the Utah ELA standards for communication. - Lessons/activities require students to exercise time management and organize their work.
3. STEM Instructional Team Leaders Support Instruction *A portion of school's staff, in addition to administrators, has time*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the	- A STEM leadership team is in place to ensure continuous STEM program improvement. - Teacher teams address expectations of school set by the leadership team.	- A STEM leadership team is in place to define and monitor and evaluate entire school. - Leadership teams meet regularly to discuss research, best practices, successes, and opportunities for

designated for instructional leadership and actively supports instruction (e.g., leads professional development, models instruction, gives feedback on instruction, etc.). School leaders ensure that staff members have opportunities to grow in their roles as STEM schoolteachers and leaders.		school's STEM planning document.	- Teams meet regularly to discuss school goals and progress, research, best practices, and opportunities for improvement. - School leaders ensure that teachers have opportunities to see exemplary practice. - Teachers know that it's okay to try new practices. School leaders support teachers when they fail with constructive procedures and feedback. - Utah Effective Teaching Standards and Utah Educational Leadership Standards are **involved in planning and framework** for leadership development—see http://www.schools.utah.gov/CURR/educatoreffectiveness/Standards.aspx - School leader(s) encourage and support teachers to seek out additional professional learning opportunities beyond school/LEA.	improvement toward STEM School goals. - School leaders model instructional practice, **demonstrate and support staff development in high-quality instruction**. - School leaders model and support risk-taking and autonomy for staff. - School leaders model and support staff innovation and/or attempting new strategies. - Utah Effective Teaching Standards and Utah Educational Leadership Standards are **directly referenced and central to planning, development, and evaluation** of leadership efforts—see http://www.schools.utah.gov/CURR/educatoreffectiveness/Standards.aspx
4. Staff Has Sense of School Ownership and Participates in Decision Making *Staff members behave in a manner that exhibits their responsibility for and commitment to the success of the school. The staff contributes to and has a say in decisions regarding the school. The staff works with independence and self-direction.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The school leadership engages staff in strategic planning. - The school leadership has an articulated process for staff to give input and feedback. - Decisions are made by greater than 50% of the school's staff.	- The school leadership engages ALL staff members in strategic planning. - The school leadership has an articulated process for staff members to give input and feedback, and responds to feedback in an open setting. - Decisions are made by ALL school faculty and staff members.

Utah STEM School Designation Criteria
Pilot Year Model

Assessment

Assessments are ongoing, authentic and cross-curricular. They are project-focused and performance-based. Rubrics for projects are provided and articulate with the goals of the assessment. Formative assessment informs summative assessment and teaching efforts.

Element	Non-Existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Student Learning Outcomes (SLOs) Process *Demonstration that school utilizes SLO process to measure student outcomes and teacher instruction.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- STEM courses utilize SLOs to measure progress toward targets for at least two expected student learning outcomes. - Students are actively informed about mastery expectations and progress.	- 80% of courses utilize SLOs to measure progress toward targets for at least two expected student learning outcomes. - Qualitative assessments exist around student learning outcomes.
2. Use of Assessment to Inform Instruction *The teacher uses information on current student understanding to inform and plan future instruction.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- All teachers use multiple indicators of success (e.g., performance assessments, observations, monitoring student dialogue) at least once a week to inform their decisions about instruction (reteach concepts, try an alternative instructional strategy, organize the students differently, provide an alternative example). - Most teachers go back and reteach concepts based on student understanding. - Teachers consistently use observation and monitor student dialogue to assess student learning.	- All teachers use multiple indicators of success (e.g., performance assessments, observations, monitoring student dialogue) almost every class session to inform decisions about instruction (e.g., reteach concepts, try an alternative instructional strategy, organize the students differently, provide an alternative example). - Teachers use observation and monitor student dialogue to consistently assess student learning, and share their data in teacher teams at least once a month.

Utah STEM School Designation Criteria
Pilot Year Model

Professional Learning

STEM-focused professional learning is fully implemented. Professional development aligns with Utah's requirements for professional learning (Utah Code 53A-3-701) and aligns with Utah Core Standards and Utah Effective Teaching Standards. Learning communities and learning networks are integrated into efforts for personal growth and school wide growth.

Element	Non-Existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Staff Engagement in Relevant Professional Learning Opportunities *The staff participates in internal or external growth and development activities that are beneficial and relevant to their work. Staff members are willing to try new practices and adjust what they do for the greatest benefit for students.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Professional development meets **ALL** of the criteria established in Professional Learning Standards articulated in Utah law 53A-3-701 passed in 2014 http://le.utah.gov/~code/TITLE53A/htm/53A03_070100.htm - School leader(s) make sure teachers have access to STEM professional learning at least once per school year. - Staff members occasionally try new strategies (e.g., instructional, management, stakeholder outreach). - Staff members have clear opportunities to give input about professional development needs and outcomes received at the school.	- Professional development meets **ALL** of the criteria established in Professional Learning Standards articulated in Utah Code 53A-3-701, passed in 2014 http://le.utah.gov/~code/TITLE53A/htm/53A03_070100.htm - School leader(s) make sure teachers participate in professional learning at least once per month. - Staff members regularly try new strategies (e.g., instructional, management, stakeholder outreach). Some PD experiences or staff collaboration time are structured to focus on new practices.
2. Professional Development Resources *Resources (both time and funding) are available to help teachers and staff develop and further their skills.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- School leadership ensures that professional development opportunities are identified and shared. - School leadership makes sure that professional development is high quality. - School leadership supports staff interests in STEM professional learning. - Leaders designate financial and human resources to support staff professional development.	- The leadership obtains grant(s) and/or brings in resources beyond school funding streams to support professional development. - Leaders evaluate the impact of professional development.

3. Staff Reflects On Their Work *The staff considers the strengths and weaknesses of their practices and ways they can improve.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Staff members explicitly identify times to consider the strengths and weaknesses of their work. - Staff members document monthly reflections about how to improve their work.	- Staff members develop strategies for improving their work in collaboration with colleagues and administration. - Staff members document weekly reflections about how to improve their work.

Utah STEM School Designation Criteria
Pilot Year Model

Teaching

Teaching is conducted with a focus on STEM concepts, processes and thinking. Teachers coordinate lessons, ideas and planning among one another with a mechanism in place for doing so in both formal and informal ways. Incentives exist for supporting one another. Correlations among various aspects of STEM are articulated and explicit. The faculty demonstrates content competency in all areas of STEM and have relevant endorsements. Efforts are made to support content sharing.

Element	Non-Existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Code of Behavior and Values *The staff emphasizes and demonstrates code of behavior and values for themselves and students. The staff listens to, supports, and engages constructively with colleagues.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The student handbook articulates a code of behavior, values, and treatment of one another with trust and respect. - The code is visibly displayed. - Staff and students talk about the code of behavior and values in classes.	- Staff and students talk about it in and outside of class (in hallways and after school activities). - Students use and are assessed on core values in their learning. - A program for recognition of student conduct exists. - STEM career behaviors and skills are embedded into the code of behavior and values.
2. Teacher Differentiation of Instruction Based on Learning Needs *The teacher customizes instruction based on abilities, learning styles, and developmental levels of the students.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Course pacing of content covered is modified to accommodate for differences among students. - Teachers ensure that rigor is maintained while making lessons accessible for all students. - Teachers adapts curriculum to better fit student learning styles. - Teachers use a range of pedagogical strategies.	- Teacher differentiation incorporates students' real-life applications for outside learning. - Students are able to self-select the differentiation. - Teachers regularly and systematically share information about students' learning differences.
3. Staff Spreads Practices *The staff shares with others practices they enact in their classrooms and school.*	The school does not include and/or does not have evidence of this element	Work is in progress to develop this element within the school. This element is included	- STEM practices and strategies are shared across all staff members in the school. - The staff at this school shares information and strategies with	- Staff members at this school provide PD/training/ consultation to each other and to other schools interested in STEM practices.

	in practice at this time.	in the school's STEM planning document.	other schools interested in STEM practices.	- Staff members at this school share instructional materials with each other and with other schools interested in STEM practices.
4. Common Planning Time and Individual Planning Time are Incorporated into the Schedule *Planning time specifically devoted to supporting collaborations among school staff, and planning time provided specifically for staff to prepare individually for instruction, in any way that they choose.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Teachers have a set time to collaborate and work individually at least monthly together to plan integrated lessons, share/co-create STEM activities, and plan learning outcomes. Regular, collaborative planning time allows teachers within grade levels to give each other advice and ideas about instruction, and work through problems together.	- Teachers have a set time to collaborate and work individually at least weekly together to plan integrated lessons, share/co-create STEM activities, and plan learning outcomes. - Regular, collaborative planning time allows teachers within and across grade levels to give each other advice and ideas about instruction, and work through problems together.

Utah STEM School Designation Criteria
Pilot Year Model

Student Engagement and Equity

There is solid evidence for engagement of all demographics in the local community. Efforts are connected and follow a coherent, research-based plan. Efforts show a deep understanding of STEM equity issues and needs. Students are regularly involved in planning and conducting learning activities. Students are regularly engaged in the actual doing of science, mathematics, and project-based learning.

Element	Non-Existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Support for Social and Emotional Needs of Students *The staff considers the range of students' needs. These include social, emotional, and academic needs.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The school has a student induction process, program, or activities that support incoming students. - Teachers reach out to family and talk with students to understand students' social and emotional well-being. - Regularly scheduled strategies and procedures have been implemented across the entire school that focus on relationships and on developing and fostering global literacy (e.g., student advisory class, class meeting, or homeroom).	- The school has a student induction process, program, or activities that supports new students' transitioning to the school in ALL grade levels. - Teachers meet regularly to discuss students' social and emotional needs. - A scheduled part of the school day extends instruction or focuses on supporting relationship building. - Annual resources are allocated to develop, revise, and sustain strategies and procedures across the entire school (e.g., student advisory class, class meeting, or homeroom). - Students, teachers, parents, and external partners provide input into strategies and procedures (e.g., student advisory class, class meeting, or homeroom).
2. Belief That All Students Can Learn *The staff takes steps to ensure all students have opportunities to master content.*	N/A *Belief that all students can learn is central to instruction. Schools need to have this element in place to be eligible for STEM School Certification.*	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The school works to provide equitable access to rigorous, high-level courses. - All students' specific and identified needs are being met. - Specific considerations are made in STEM classrooms that support all students, including populations underrepresented in STEM fields. - Teachers receive professional development	- The school works to provide equitable access to rigorous, high-level courses. - Special programs have been designed to encourage underrepresented students to develop interest in STEM careers. - Special programs have been designed to encourage underrepresented students to develop interest in STEM

			on underrepresented populations in STEM fields to inform instruction.	careers.
3. Student Participation in Decision-Making	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Students participate in the development/revision of the code of behavior and values. - Students are encouraged to give feedback at any time (via a suggestion box, etc.). - There are structured opportunities for students to provide feedback.	- Students participate in high-level school decision-making, such as disciplinary regulations, course planning and development. - School has a system in place to ensure that there is representative voice in student decision-making.
4. Extracurricular Activities *Students have the opportunity to participate in sports, clubs, and STEM activities that take place outside of regular school hours.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Programming is connected to the school day curriculum. - The school offers extracurricular activities that are engaged in by **some** of the students. - Some of the students participate in STEM competitions on-site/online STEM exhibits, and/or in state and national STEM forums.	- STEM experiences are directly connected in in-class learning. - The school offers extracurricular activities that are engaged in by **most** of the students. - **S**tudents participate in STEM competitions on-site/online STEM exhibits, and/or in state and national STEM forums.
5. Representative Population *School maintains student population with a focus on reflecting a population representative of the community/area the school serves.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The school engages in outreach, support, and focus on underrepresented student populations.	- The school actively recruits student populations reflective of the diversity and gender of the local community. - School population is fully representative of the diversity and gender of the local community.
6. Student Autonomy *Students have independence in and ownership of their learning. Students set goals for their learning and make choices about how to accomplish them.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Some lessons/activities required students to take initiative and be self-directed. - The majority of STEM lessons/activities require students to manage their own work and bring it to completion. - Students make meaningful choices about their learning (e.g. choosing a topic) experiences.	- Most lessons/activities required students to take initiative and be self-directed. - Most STEM lessons/activities require students to manage their own work and produce results. - Teachers seek input from students about their personal interests to incorporate into lessons. - Students make choices

				that significantly shape their learning experiences (e.g., choose style of learning). - Teachers allow students to lead the class. - Teachers seek input from students about their personal interests to incorporate into lessons.
7. Students Reflect on Their Learning *Students reflect on the strengths and weaknesses of their learning approaches and ways they can improve them; students accept changes.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Most classes employ the use of self-assessment for students to reflect on their learning specific to content and skills for each unit/problem solving learning project. - Students identify and document strengths and weaknesses at least twice a year in collaboration with faculty.	- All classes employ the use of self-assessment for students to reflect on their learning specific to content and skills for each unit/problem-solving learning project. - Students identify and document strengths and weaknesses more than four times per year in collaboration with faculty. - School maintains a portfolio of student reflections to inform students' continued self-assessment over the course of their high school career.

Utah STEM School Designation Criteria
Pilot Year Model

Community

There is an established community of practice regarding STEM learning and STEM teaching. Events, activities and opportunities for involvement help students, teachers, parents and community members learn about and support STEM education in the school.

Element	Non-existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Family Involvement *Families are aware of/participate in student activity and achievement.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Staff members keep students' parents/guardians up to date about classroom instruction and their student's learning. - Some teachers use technology to regularly communicate student progress to parents/guardians. - Opportunities exist for parents to be involved in presentations and/or assisting in the classroom.	- Staff members keep students' parents/guardians up to date about classroom instruction and their student's learning and seek structured feedback. - All teachers use technology to regularly communicate student progress to parents/guardians. - The school actively engages in strategies to increase parent engagement.
2. Service Learning *Students participate in service learning or volunteer activities to give back to partners in the community.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Students engage in service-learning opportunities that are aligned with school curriculum and instruction at least once per year.	- Students and some partners engage in service learning opportunities that are aligned with school curriculum and instruction two or more times per year. - Student leadership is evidenced in the planning and implementation of service learning.
3. School Establishes and Maintains Community Presence *School actively engages the community and participates in community involvement activities.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The facility is open to students before and after school hours to help build the school community and provide opportunities to continue academic work. - School supports community-based events with facilities. - STEM teams communicate frequently and consistently with the community.	- The school works with community organizations to support community initiatives (e.g., staff and students volunteer, school and community organizations work together for a common cause). - Opportunities exist to showcase student work through community events via on-site or online exhibitions.

Facilities

Spaces are available for collaboration and project work. Facilities have been adapted or designed for STEM learning. Facilities reflect a focus on STEM learning efforts. Facilities reflect student design and input in the use of the facilities. Materials and equipment follow safety protocols. Obvious efforts have been made to make resources available to students for use in learning, design and project efforts.

Element	Non-existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Technology Use *Students use technology as intended for learning purposes.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The teacher uses current and emerging technologies in instruction of most classes. - Teachers teach students specific skills using a range of technologies (computers to AutoCad, etc.). - Products of 21st century technology tool use by students are visible throughout the school through several grade levels. - Teachers and students receive ongoing access and opportunities to expand their proficiency in technology use at least once per year.	- The teacher uses current and emerging technologies in instruction of ALL classes. - Products of 21st century technology tool use by students are visible throughout the school through ALL grade levels. - Teachers and students receive ongoing access and opportunities to expand their proficiency in technology use at least once per month. - Teachers challenge students to identify and use the tools they need to solve problems. - Technology is used to engage in global learning opportunities and communities that extend beyond the state of Utah.
2. Allocation for Physical Resources to Support STEM Learning for Students *The allocation and use of resources and space are present to create flexible community learning environments to meet the needs of project-based learning.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Spaces are available for collaboration and project work. - Facilities have been adapted or designed for STEM learning. - Materials and equipment follow safety protocols.	- Spaces are available for collaboration and project work, and are regularly used by all students and teachers to facilitate learning. - Facilities reflect student design and input on use of the facilities.

Utah STEM School Designation Criteria
Pilot Year Model

Strategic Alliances

Alliances exist between the school and strategic partners. Parents and parent groups are involved in the school process and decision making. Business, industry, and other community partners work together to promote STEM learning and career awareness. Long-term partnerships are formed and supported through ongoing efforts. Partnerships are evaluated at least annually, and additional partnerships are formed to support emerging needs and opportunities. Teachers have ongoing relationships with industry partners and engage in externships.

Element	Non-Existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*

1. Partners Support Instruction and Provide Resources
Partners from industry, institutes of higher education, career and technical centers, etc. participate in and/or support instruction to meet a variety of academic goals, which often includes connecting students with professionals.
	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Community members are actively engaged in the vision and work of the school (e.g. curriculum, co-teaching, field experiences).
			- Partners help teachers understand what is expected of a student planning to enter a career in the partner's field.
			- Business, community, and post-secondary partnerships are involved in all STEM classes at least once per school year to:
			  - Develop lesson plans or problem-solving learning projects with teachers.
			  - Provide professional learning.
			  - Provide field experience or site-based learning opportunities.
			- Partners provide resources to support student learning outcomes.
				- The school actively seeks input from partners and integrates suggestions into school-wide strategies
				- Partners recruit other STEM partners to support the school with resources.

2. Partners Help Establish and Maintain Community Presence *Partners increase knowledge and visibility of the STEM school.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Several partners actively showcase student work in their business or elsewhere in the community, and/or support publicity around student STEM learning. - Partners engage in school-related functions with students.	- Partners attend and/or host community events to support the school or showcase student work

3. Staff Establishes and Maintains Partnerships *Staff creates and develops partnerships with organizations external to the school.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- Some staff members at this school create external partnerships with the school, such as with colleges, universities, businesses, or institutions. - Staff members work collaboratively with the school's external partners.	- Most staff members this school create and maintain external partnerships with the school, such as with colleges, universities, businesses, or institutions.

Utah STEM School Designation Criteria
Pilot Year Model

Advancement and Sustainability

A five-year plan includes each of the criteria for an effective STEM school. Strengths and weaknesses are identified. Plans are in place to address weaknesses with evidence and research supporting the plan. Strengths are examined for the purpose of continued improvement. Future efforts and trends are examined, and ongoing renewal is planned for.

Element	Non-Existent	Developing	Existing	Exemplary *(In addition to all "Existing" indicators)*
1. Development of a Five-Year Plan on Goals and Benchmarks for Community Strengths *The school has a five-year plan that includes evaluation of each of the criteria for a STEM school. Examination of strengths takes place for the purpose of continued improvement.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The plan was created by multiple stakeholders and includes at least two strengths to build upon.	- The school plan includes plans for sustainability and improvement regardless of changes in leadership or staff with LEA support.
2. Development of a Five-Year Plan on Goals and Benchmarks for Improvement *The school has a five-year plan that includes evaluation of each of the criteria for a STEM school. Examination of weaknesses takes place, with evidence and research supporting the plan.*	The school does not include and/or does not have evidence of this element in practice at this time.	Work is in progress to develop this element within the school. This element is included in the school's STEM planning document.	- The plan was created by multiple stakeholders and includes at least two weaknesses to address.	- The school plan includes plans for sustainability and improvement, regardless of changes in leadership or staff with LEA support.

Utah STEM School Designation Criteria
Pilot Year Model
Resources

a. State Board of Education Guidelines for STEM School Criteria approved in Board Meeting – August 2014
b. STEM Schools Study - Outlier Research and Evaluation with University of Chicago available at - http://outlier.uchicago.edu/s3/
c. Georgia STEM Schools Program- http://stemgeorgia.org/
d. Indiana STEM Schools Program - http://doe.in.gov/sites/default/files/ccr/indiana-stem-school-certification-applicationv2.pdf
e. Texas T-STEM Schools Program - http://www.edtx.org/uploads/general/pdf-downloads/misc-PDFs/2011_TSTEMDesignBlueprint.pdf

Beaver School District

Date: August 10, 2015 • Location: Beaver, Utah
Facilitator: Jake Hinckley (jake.hinckley@schoolimprovement.com

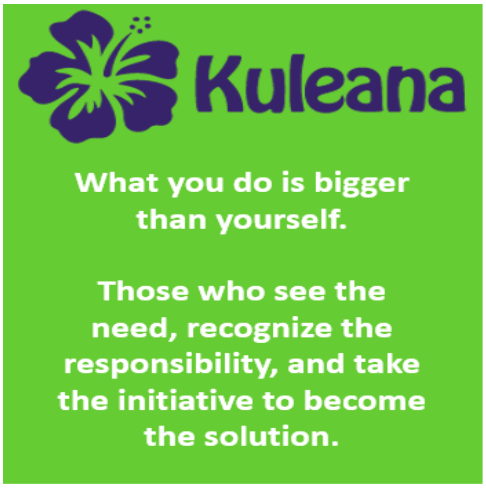
Participants

Ray Terry, Superintendent	David Cluff	Michelle Edwards
Monte Hawkins	Karen Johnson	Melissa Rose
Brady Fails	Debra Marshall	Michelle Carter
Jody Heaps	Preston Clarke	Jodi Limb
	LaRayne Brown	Jamie Willden

Blueprint Summary and Report
This written report is provided as a summary of your Blueprint experience and includes the written plan you created during the experience. Thank you for allowing us to spend time with you and be part of your planning for increased educator effectiveness. We look forward to hearing about your success!

Welcome to the Ohana!
As your partner in delivering quality professional learning to your educators, we welcome you to our Ohana at School Improvement Network. Ohana is a Hawaiian term for our greater family, those that are within our circle of influence. We are glad we can be of assistance to you, and also want to know that we are a better company for having you part of our Ohana.

Additional Hawaiian terms we discussed:



Job-Embedded Professional Learning
Discussion was held on the definition of Job-Embedded Professional Learning and what that means to the district. Three major components of Job-Embedded Professional Learning:

Learn > Try > Evaluate cycle that repeats over time	Teacher-led and teacher-driven	Immediate implementation

Edivate video shared: Definition of Job-Embedded Professional Learning
Video Link: https://www.pd360.com/#resources/videos/4102

Note: *During the discussion of the video, the following question was posed: What is the difference between Professional Learning and Professional Development?* The group agreed that Professional Learning was more of an intrinsic process and Professional Development was more aligned with an external process.

School Leadership and Edivate Training
Edivate training link: http://help.schoolimprovement.com/courses/schooladmin/

Growing teachers is a lot like farming. Using the School Leadership and Edivate training, the group accessed the growing conditions of their school and district using the questions below and discussed the changes they would like to make within the district.

Mapping
Finding the right tool for the right job is the goal of mapping. We want you to understand everything the system has to offer and then narrow down what functionality will provide the support to your district/school priorities you are looking for. Using the Edivate blueprint, time was given to explore all of the components in the system and take notes on how the district might use each.

Establishing Priorities: Based on your district/school initiatives and priorities, what functions within the Edivate system could be the priority for year one, year two, and year three?

Year One Priorities	Year Two Expansion	Year Three Expansion
Videos Groups Focus Objectives Pilot Obs 360	Courses (Compliance Courses to replace safe schools?) Catalogs	Processes

Modeling
A simple equality holds true with adopting new behaviors. If your teachers see you do it, they are more likely to engage in it as well. How can you model the Use of Edivate for your teachers?

Brainstormed Ideas at:
https://www.pd360.com/#resources/communities/5/210444/114875

Motivating
Providing incentives is an important part of any implementation plan. When people understand "what's in it for me", they are excited about learning new things that provide benefits for them. How many ideas for motivating your teachers can you think of?

Brainstormed Ideas at:
https://www.pd360.com/#resources/communities/5/210444/114876

Monitoring
Understanding what the system monitors allows us to write measurable goals. Using the Monitor portion of the self-guided learning course, we reviewed the available reports.

Self-Guided learning link:
http://help.schoolimprovement.com/courses/schooladmin/monitor.html

First Year Objectives
Using the priorities we established after our training, the following first year objectives were created.

First Year Action Planning

Month	User Group	Action Item	Due Date	Responsible Party
August, 2015	Educators	1. Training Educators: Educators are trained in the Edivate professional learning platform. Options: a. Create your own training and deliver to educators. b. Have educators complete the self-guided learning course in Edivate at: http://help.schoolimprovement.com/courses/essentials/ c. Schedule a School Improvement Trainer to deliver a face-to-face training.	ASAP	District
		Use Edivate video in Welcome Back Faculty Meeting	August 30	
	Educators	Create Focus Objective Folders aligning to our school Professional Development Plan	30th	MES
	Educators	Join MHS Group and watch at least 1 video and participate in at least 1 discussion	30th	MHS
	Educators	-Communicate with teachers on our year one priorities (Videos, Focus Objective Folders) and tell them what our plan is with implementing these priorities. (Professional development every third Friday of every month) -Help teachers log in to their accounts and have them play around with the tool.	28th	Belknap

Month	User Group	Action Item	Due Date	Responsible Party
September, 2015	Volunteer Educators	**First Volunteer Video Upload**: Selected teachers will upload first videos of instruction. Upload recordings to private District Group in Edivate.	30th	District
	All Educators	**First Teacher Survey**: Teacher completion of Teacher Survey for use in documentation and research of improved instruction.	30th	District
	All Students	**First Student Survey**: Teacher administration of Student Survey to their class(es) for use in documentation and research of improved instruction.	30th	District
		Have teachers log into Edivate and explore videoresources	30th	

	Beaver High	Monthly Compliance Video	9-30	BHS Teachers
	Beaver High	Monthly Professional Learning Video	9-30	BHS Teachers
	Beaver High	Monthly Department Video a. Week 1 - Watch Video b. Week 2 - Implement Practice c. Week 3 - Evaluate and Modify d. Week 4 - Reflect	9-30 E	BHS Teachers
	Educators	Create focus groups according to teacher needs	30th	MES
	Educators	Building Leadership team will decide on one video to use during our Professional Development school wide	9th	MES
	Educators	Use MHS group during PD at least twice to enhance learning	30th	MHS
	Educators	Watch a specific video on **classroom management**, assign additional videos to watch and collaborate on each grade level. (3 Videos)	25th	Belknap

Month	User Group	Action Item	Due Date	Responsible Party
October, 2015	Minersville	Implement videos in school PD	30th	Jody Heaps
	Beaver High	Monthly Compliance Video	10-31	BHS Teachers
	Beaver High	Monthly Professional Learning Video	10-31	BHS Teachers
	Beaver High	Monthly Department Video a. Week 1 - Watch Video b. Week 2 - Implement Practice c. Week 3 - Evaluate and Modify d. Week 4 - Reflect	10-31	BHS Teachers
	Educators	Roll out videos according to Focus Objective Folders grade level	30th	MES
	Educators	Jump into first focus objective folder and use at least twice	30th	MHS
	Educators	Watch a specific video on **differentiated instruction,** assign additional videos	23rd	Belknap

		to watch and collaborate on each grade level. (3 Videos)		

Month	User Group	Action Item	Due Date	Responsible Party
November, 2015	Minersville	Implement videos in school PD	30th	Jody Heaps
	Beaver High	Monthly Compliance Video	11-30	BHS Teachers
	Beaver High	Monthly Professional Learning Video	11-30	BHS Teachers
	Beaver High	Monthly Department Video a. Week 1 - Watch Video b. Week 2 - Implement Practice c. Week 3 - Evaluate and Modify d. Week 4 - Reflect	11-30	BHS Teachers

Month	User Group	Action Item	Due Date	Responsible Party
December, 2015	Beaver High	Monthly Compliance Video	12-31	BHS Teachers
	Beaver High	Monthly Professional Learning Video	12-31	BHS Teachers
	Beaver High	Monthly Department Video a. Week 1 - Watch Video b. Week 2 - Implement Practice c. Week 3 - Evaluate and Modify d. Week 4 - Reflect	12-31	BHS Teachers
	Educators	Watch a specific video on **ELA**, assign additional videos to watch and collaborate on each grade level. (3 Videos)	18th	Belknap
	Educators	Use MHS group and/or focus objective folders at least once	12/23	MHS

Month	User Group	Action Item	Due Date	Responsible Party
January, 2016	Minersville	Implement videos in school PD	30th	Jody Heaps
	Minersville	1st Teacher video will be completed reviewed by teacher only	15th	Jody Heapsl
	Beaver High	Monthly Compliance Video	1-31	BHS Teachers
	Beaver High	Monthly Professional Learning Video	1-31	BHS Teachers
		Monthly Department Video a. Week 1 - Watch Video b. Week 2 - Implement Practice c. Week 3 - Evaluate and Modify d. Week 4 - Reflect	1-31	BHS Teachers
	Educators	Watch a specific video on **Math**, assign additional videos to watch and collaborate on each grade level. (3 Videos)	22nd	Belknap
	Educators	Join at least one other group to fit content area	01/31	MHS
	Educators	Use MHS group and focus objective folders at least twice	01/31	MHS

Month	User Group	Action Item	Due Date	Responsible Party
February, 2016	Minersville	Implement videos in school PD	30th	Jody Heaps
	Beaver High	Monthly Compliance Video	2-29	BHS Teachers
	Beaver High	Monthly Professional Learning Video	2-29	BHS Teachers
	Beaver High	Monthly Department Video a. Week 1 - Watch Video b. Week 2 - Implement Practice c. Week 3 - Evaluate and Modify d. Week 4 - Reflect	2-29	BHS Teachers

	Educators	Watch a specific video on **Science,** assign additional videos to watch and collaborate on each grade level. (3 Videos)	19th	Belknap
	Educators	Use MHS g		
	Educators	Use MHS group, other group, and focus objective folders at least twice	02/29	MHS

Month	User Group	Action Item	Due Date	Responsible Party
March, 2016	Minersville	2nd Teacher video and shared with PLC	15th	Jody Heaps
	Beaver High	Monthly Compliance Video	3-31	BHS Teachers
	Beaver High	Monthly Professional Learning Video	3-31	BHS Teachers
	Beaver High	Monthly Department Video a. Week 1 - Watch Video b. Week 2 - Implement Practice c. Week 3 - Evaluate and Modify d. Week 4 - Reflect	3-31	BHS Teachers
	Educators	Watch a specific video on **Social Studies,** assign additional videos to watch and collaborate on each grade level. (3 Videos)	18th	Belknap
	Educators	Use MHS group, other group, and focus objective folders at least twice	03/31	MHS

Month	User Group	Action Item	Due Date	Responsible Party
April, 2016	Minersville	Implement videos in school PD	30th	Jody Heaps
	Beaver High	Monthly Compliance Video	4-30	BHS Teachers
	Beaver High	Monthly Professional Learning Video	4-30	BHS Teachers

	Beaver High	Monthly Department Video a. Week 1 - Watch Video b. Week 2 - Implement Practice c. Week 3 - Evaluate and Modify d. Week 4 - Reflect	3-314-30	BHS Teachers
	Educators	Watch a specific video on **Assessment**, assign additional videos to watch and collaborate on each grade level. (3 Videos)	15th	Belknap
	Educators	Use MHS group, other group, and focus objective folders at least twice	04/30	MHS

Month	User Group	Action Item	Due Date	Responsible Party
May, 2016	All Educators	**Educator Attendance at Trainings**: Districts provide record of teachers who attended training in EDIVATE.	30th	District
	Volunteer Educators	**Second Volunteer Video Upload**: Selected teachers will upload second videos of instruction.	30th	District
	All Educators	**Second Teacher Survey**: Teacher completion of Teacher Survey for use in documentation and research of improved instruction.	30th	District
	All Students	**Second Student Survey**: Teacher administration of Student Survey to their class(es) for use in documentation and research of improved instruction.	30th	District
	All Educators	**Cactus ID's:** Districts provide list of participating Teacher's Cactus IDs.	30th	District

Support Items

Video Title: Definition of Job-Embedded Professional Learning
Edivate Link: https://www.pd360.com/#resources/videos/4102

Video Title: Kindergarten: Informational Writing about Oviparous Animals
Edivate Link: https://www.pd360.com/#resources/videos/7157

Video Title: PLC and RTI Success Story
Edivate Link: https://www.pd360.com/#resources/videos/3785

Video Title: The School You Would Choose For Your Own Child
Edivate Link: http://www.pd360.com/index.cfm?ContentId=4935

Search Options: "Who Says"
These are motivational videos highlighting places where schools and school systems are working.

Search Options: "Edivate"
These short training videos can be used as reminders about certain functionality in the system.

Support Contacts

Phone: 855-337-7500, 6:00 AM – 6:00 PM Mountain Standard Time
Email: support@schoolimprovement.com

Boot Camp Summary and Report

Providence Hall Charter School

June 23-24, 2015 • Herriman, Utah • Facilitator: Kathleen Earle

Participants:

Kim Andersen	Erica Hancock	Nate Marshal
Brian Fauver	Jodi Lusty	

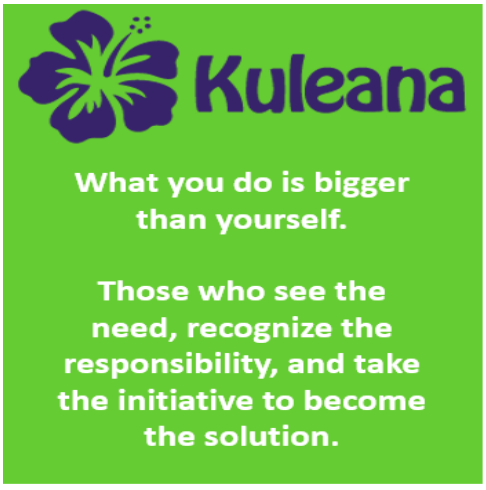
Boot Camp Summary and Report

This written report is provided as a summary of your Boot Camp experience and includes the written plan you created during the experience. Thank you for allowing us to spend time with you and be part of your planning for increased educator effectiveness. We look forward to hearing about your success!

Welcome to the Ohana!

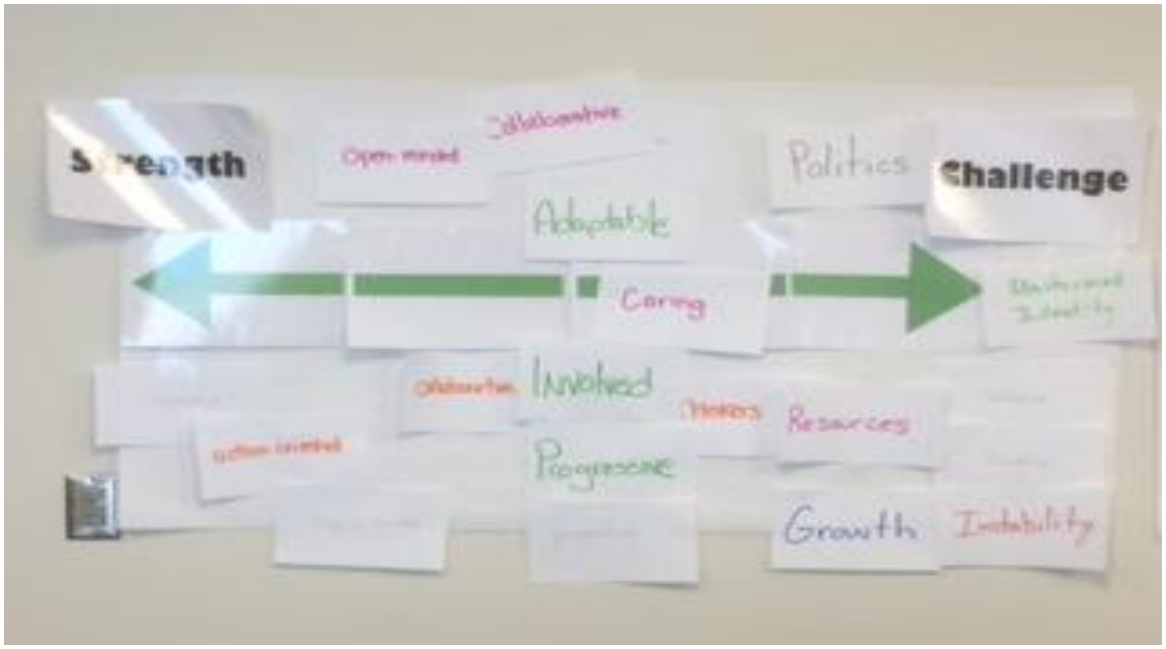
As your partner in delivering quality professional learning to your educators, we welcome you to our Ohana at School Improvement Network. Ohana is a Hawaiian term for our greater family, those that are within our circle of influence. We are glad we can be of assistance to you, and also want to know that we are a better company for having you part of our Ohana.

Additional Hawaiian terms we discussed:



Understanding Your District

When building an implementation plan, the more information you have the better! Your facilitator presented the research completed about your school district and asked participants to help fill in the blanks. Each individual was asked to describe the district using only three words. Once shared, attendees placed them on the Strength to Challenge continuum, pictured below. Great discussion was held on word placement and the amazing strengths and resources the district possesses.



Boot Camp Objectives

We call this experience boot camp because of the intensity of the experience. We intentionally pull you away from your daily routine and familiar surroundings so that you can more fully engage and dedicate this time to being present with your colleagues. Our objectives for our time together are as follows:

1. Each participant will leave with a thorough knowledge of what the Edivate platform has to offer and understand how to get help with any questions they might have.
2. The group will collaboratively create 1, 2, and 3 year objectives for the use of Edivate as well a first year action plan.

The following list of additional outcomes were gathered from the group:

1. Creating a collaborative process for professional development.
2. Create a plan for using Edivate.
3. Make sure the plan has the teacher goals and learning plans in alignment.
4. Get Providence Hall's goals tied into the instruction plan.

Why Implementation?

A resource is only as effective as the implementation plan associated with it. Discussion was held on the key ingredients of an implementation plan. The model "Conditions for Successful Implementation" was presented and discussed. Participants were asked to reflect on their own experiences with implementation and share what has been successful and/or challenging for them.

Job-Embedded Professional Learning

Discussion was held on the definition of Job-Embedded Professional Learning and what that means to the district. Three major components of Job-Embedded Professional Learning:

Learn > Try > Evaluate cycle that repeats over time	Teacher-led and teacher-driven	Immediate implementation

Edivate video shared: Definition of Job-Embedded Professional Learning
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Note: *During the discussion of the video, the following question was posed: What is the difference between Professional Learning and Professional Development?* The group agreed that Professional Learning was more of an intrinsic process and Professional Development was more aligned with an external process.

Professional Learning Word Brainstorm:
What words do you want included in your vision statement?

- Foster collaboration
- Self-initiating
- Goal oriented
- Data driven/student driven
- Think
- Communicate
- Act
- Utilizes the IB Framework
- Develop the curriculum

Professional Learning Vision

Building a vision statement is not always easy but, it is an essential component of any successful implementation. Discussion was held around being very intentional in the messaging we use, and that starts with the vision statement. Throughout Boot Camp, the vision statement was revisited for adjustments and refinement.

First Drafts:

Providence Hall is committed to implementing a goal oriented and data driven professional learning plan that fosters collaboration by utilizing the IB Framework for teacher growth and development with the purpose of student improvement.

Second drafts:

Providence Hall is committed to implementing a goal oriented and data driven professional learning plan that empowers teachers and fosters collaboration by utilizing the IB Framework for professional growth and development with the purpose of student improvement.

Final Vision Statement:

Providence Hall is committed to implementing a goal oriented and data based professional learning plan that empowers teachers and fosters collaboration by utilizing the IB Framework for professional growth and development with the purpose of student improvement.

Power Statement:

Think. Communicate. Act.

School Leadership and Edivate Training

Edivate training link: http://help.schoolimprovement.com/courses/schooladmin/

Growing teachers is a lot like farming. Using the School Leadership and Edivate training, the group accessed the growing conditions of their school and district using the questions below and discussed the changes they would like to make within the district.

Mapping

Finding the right tool for the right job is the goal of mapping. We want you to understand everything the system has to offer and then narrow down what functionality will provide the support to your district/school priorities you are looking for. Using the Edivate blueprint, time was given to explore all of the components in the system and take notes on how the district might use each.

Establishing Priorities: Based on your district/school initiatives and priorities, what functions within the Edivate system could be the priority for year one, year two, and year three?

Year One Priorities	Year Two Expansion	Year Three Expansion
• Observation 360 • Courses • Groups • Reflection Questions	• Observation 360 • Courses • Groups • Reflection Questions • Catalogs	• Observation 360 • Courses • Groups • Reflection Questions • Catalogs

Modeling

A simple equality holds true with adopting new behaviors. If your teachers see you do it, they are more likely to engage in it as well. How can you model the Use of Edivate for your teachers?

- Observation 360 – Have teachers score something or someone using the template that is being used on them so that they can understand the process from the "other side." Principals may record themselves during staff meetings and have the teachers watch it later and score them from a template.
- Courses – It is important that we outline the expectations to our teachers. Building administrators will pair up teachers with a mentor and have them take a course together. Administration will create the grouping for the mentor to the mentee.
- Groups – Use groups with the whole staff during the monthly faculty meetings. The agendas, tasks, and resources will be put in the appropriate group tabs. Building administrators will director teachers to the Group for information.
- Reflection Questions – The building administrators will create grade level groups and will put videos in the tasks tab. The videos will be viewed during the PLC's and the teachers will reflect on the videos during the PLC's to help teachers develop their reflection skills.

Motivating

Providing incentives is an important part of any implementation plan. When people understand "what's in it for me", they are excited about learning new things that provide benefits for them. How many ideas for motivating your teachers can you think of?

- Providing control for the teachers is motivation enough for our staff.
- Being clear on our expectations by using the Sage data and then using the tool will help us get to our expectations.
- We can train and support, support, support.
- Being able to monitor and see the improvement is a good motivator for our staff.
- Growth as a whole, because of the utilization of the tools, is motivation.
- We can follow through and provide encouragement to and for our teachers.
- Substituting professional learning time with free time will be a motivator for our teachers.

Monitoring
Understanding what the system monitors allows us to write measurable goals. Using the Monitor portion of the self-guided learning course, we reviewed the available reports.

Self-Guided learning link:
http://help.schoolimprovement.com/courses/schooladmin/monitor.html

First Year Objectives

Using the priorities we established after our training, the following first year objectives were created.

1. Observation 360 becomes the primary tool for teacher observations and walkthroughs. All administrators will use the tool at every building.
    - Elementary – 1-3 year teachers get 4 formal observations, 3-5 get 3 formal, 5+ gets two.
    - Middle School - every teacher will have at least 2 formal and 2 informal (walkthroughs) for the year.
    - High School – teachers will have 3 observations throughout the year.
- Courses will be used district wide to fulfill compliance requirements.
    - District courses that we expect district employees to watch are completed.
- Groups will be used at each building as determined by the principal.
    - Elementary: Used for faculty meetings and to keep resources.
    - Middle School: Used for grade level and department sharing.
    - High School: Used for faculty meetings, departmental groups.
    - Implementing the platform into the existing structure of each school.
- Reflection Questions
    - Teachers will answer refection questions in groups, with administrators, or individually. Each building will determine their expectations.
- Portfolio
    - In the High School, teachers set one personal goal to accomplish for this year.

First Year Action Planning

Month	User Group	Action Item	Due Date	Responsible Party
July, 2015	Each Building	Groups – Establish and assign groups and leaders.	July 31	Principals
	All District Staff	Courses – Choose and create compliance courses for the district. SPED, New Teacher, Suicide Prevention, Bullying, Sexual Harassment, Blood Borne Pathogens	July 27-28	Admin Team
	High School Staff	Courses – Build a Classroom Management Course for High School.		Nate
		Courses – Begin creation of IB Frameworks Course to be released in 2016. Release modules as they are completed.		Jake Hinckley with Admin Team
		Courses – Create an IB Frameworks Group in order to connect with other schools to share resources		Jake Hinckley
	All District Staff	Courses – Assign dates for completion and accountability.	July 27-28	Admin Team
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
		Observation 360 – Each school creates both their formal and informal tool (i.e. walkthrough) and emails to Jake.	July 1	Principals
		Observation 360 – Jake coordinates template creation with Edivate Support and works with admin team for launch	July 14	Jake Hinckley Edivate Support

Month	User Group	Action Item	Due Date	Responsible Party
August, 2015	Building Staff	Reflection Questions -Decide when setting is to be used, who is monitoring the answers and where they are coming from.	Aug. 6	Principals
	Leadership Team	Groups – Train group leaders, assign tasks, and model how to use the tools.	Aug. 7	Principals
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
		Observation 360 – Administrators learn and practice using the tool.	August 6	District Admin

	Building Staff	Observation 360 –Leadership Team and Teachers trained on the tool and how it will be used in each building.	August 10-15	Building Admin	
		Observation 360 – Dates for observations are calendared	August	Building Admin	
	Building Staff	Edivate - Decided how to connect for accountability for procedures.	August	Building Admin	

Month	User Group	Action Item	Due Date	Responsible Party
September, 2015		Reflection Questions – Determine priorities on what we need to work on as a faculty/staff	Monthly faculty meeting	Building Admin Team
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District Staff. Each building will provide 3 videos for the year.	Monthly for District Quarterly per building	Building Admin Jake Hinckley

Month	User Group	Action Item	Due Date	Responsible Party
October, 2015		Reflection Questions – Determine priorities on what we need to work on as a faculty.	Monthly faculty meeting	
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District	Monthly for District	Building Admin Jake Hinckley

		Staff. Each building will provide 3 videos for the year.	Quarterly per building	
		Meet to evaluate Edivate implementation.	October 6	District Admin with Jake Hinckley

Month	User Group	Action Item	Due Date	Responsible Party
November, 2015		Reflection Questions – Determine priorities on what we need to work on as a faculty.	Monthly faculty meeting	
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District Staff. Each building will provide 3 videos for the year.	Monthly for District Quarterly per building	Building Admin Jake Hinckley

Month	User Group	Action Item	Due Date	Responsible Party
December, 2015		Reflection Questions – Determine priorities on what we need to work on as a faculty.	Monthly faculty meeting	
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals

	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District Staff. Each building will provide 3 videos for the year.	Monthly for District Quarterly per building	Building Admin Jake Hinckley

Month	User Group	Action Item	Due Date	Responsible Party
January, 2016		Reflection Questions – Determine priorities on what we need to work on as a faculty.	Monthly faculty meeting	
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District Staff. Each building will provide 3 videos for the year.	Monthly for District Quarterly per building	Building Admin Jake Hinckley
		Meet to evaluate Edivate implementation.	Jan. 12	District Admin with Jake Hinckley

Month	User Group	Action Item	Due Date	Responsible Party
February, 2016		Reflection Questions – Determine priorities on what we need to work on as a faculty.	Monthly faculty meeting	
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District Staff. Each building will provide 3 videos for the year.	Monthly for District Quarterly per building	Building Admin Jake Hinckley

Month	User Group	Action Item	Due Date	Responsible Party
March, 2016		Reflection Questions – Determine priorities on what we need to work on as a faculty.	Monthly faculty meeting	
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District Staff. Each building will provide 3 videos for the year.	Monthly for District Quarterly per building	Building Admin Jake Hinckley
		Meet to evaluate Edivate implementation.	March 22	District Admin with Jake Hinckley

Month	User Group	Action Item	Due Date	Responsible Party
April, 2016		Reflection Questions – Determine priorities on what we need to work on as a faculty.	Monthly faculty meeting	
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District Staff. Each building will provide 3 videos for the year.	Monthly for District Quarterly per building	Building Admin Jake Hinckley

Month	User Group	Action Item	Due Date	Responsible Party
May, 2016		Reflection Questions – Determine priorities on what we need to work on as a faculty.	Monthly faculty meeting	
	School Groups	Groups – Choose content material for each group and push out as needed. Alternate group leadership of the groups.	Monthly	Building Leadership Teams with Principals
	New Teachers and Mentors	Courses – Assign mentors as a way to reflect on videos specifically for new teacher videos.	Monthly	Principals
	District	Courses – video teachers demonstrating IB practices to be include in a custom IB Frameworks course the will be created by District Staff. Each building will provide 3 videos for the year.	Monthly for District Quarterly per building	Building Admin Jake Hinckley
		Observation 360 – Observations are completed	May 31	

Month	User Group	Action Item	Due Date	Responsible Party
June, 2016		Meet to evaluate Edivate implementation.	June 7	District Admin with Jake Hinckley

The Race to the South Pole

There will always be challenges to rolling out any new system or idea. In the book "Great by Choice" by Jim Collins, the divergent strategies of two explorers, Roald Amundsen and Robert Falcon Scott, are examined in their efforts to lead their teams to the South Pole in October 1911. One of the biggest differences between these two teams was Scott's concept of the 20 mile march. Every day, regardless of conditions he took his team 20 miles, never more, but never less. Their consistent daily efforts paid off as they reached the South Pole first and maintained better health and morale. Not only that, they were successful in returning home.

What are our 20-mile March commitments?
The group was not ready to make personal commitments at this time. They discussed that watching a video each week was something that they would consider. Each of the participants want to reflect on the boot camp and the report and then will be able to better make a personal commitment.

Every Difficulty Foreseen

Another major difference between the expeditions led by Amundsen and Scott is that Amundsen spent a great deal of time researching and analyzing possible roadblocks and thinking of how to mitigate those roadblocks. Scott, on the other hand, spent little time preparing and relied on his assumptions as to what he would face. The following quote from Amundsen's journal was shared with the team:

"I may say that this is the greatest factor – the way in which the expedition is equipped – the way in which every difficulty is foreseen, and precautions taken for meeting or avoiding it. Victory awaits him who has everything in order – luck, people call it. Defeat is certain for him who has neglected to take the necessary precautions in time; this is called bad luck."

Time was given for each group to brainstorm possible roadblocks they will encounter.
Have we put the time in to be sure that every difficulty is foreseen?
Possible roadblock we need to stay aware of:

- Consistency – The mitigation would be to keep coming back to Edivate and reinforcing it as well as celebrating the successes.
- Motivation – The mitigation would be connecting Edivate to something useful for them and their students.
- Time – The mitigation would be helping the teachers to understand what is getting shifted, dropped, and forgotten in place of Edivate.
- Training – The mitigation would be to ensure that everything is in place so that teachers see the value in Edivate.
- Seeing this as one more thing to do – The mitigation would be to integrate it into things that already being done.

Graduation

Participants were welcomed to the Hui Koa Club (Warrior's Club) as part of our graduation ceremony.

Support Items

Video Title: Definition of Job-Embedded Professional Learning
Edivate Link: https://www.pd360.com/#resources/videos/4102

Video Title: Kindergarten: Informational Writing about Oviparous Animals
Edivate Link: https://www.pd360.com/#resources/videos/7157

Video Title: The Seedling
Edivate Link:

Video Title: PLC and RTI Success Story
Edivate Link: https://www.pd360.com/#resources/videos/3785

Video Title: The School You Would Choose For Your Own Child
Edivate Link: http://www.pd360.com/index.cfm?ContentId=4935

Search Options: "Who Says"
These are motivational videos highlighting places where schools and school systems are working.

Search Options: "Edivate"
These short training videos can be used as reminders about certain functionality in the system.

Support Contacts

Phone: 855-337-7500, 6:00 AM – 6:00 PM Mountain Standard Time
Email: support@schoolimprovement.com

Boot Camp Summary and Report

Utah Schools for the Deaf and Blind

Date: July 28-30, 2015
Location: School Improvement Network
Facilitator: Jake Hinckley (jake.hinckley@schoolimprovement.com

Participants

Carolyn Lasater
Jennifer Salazar
Aimee Breinholt
Susan Patten
Kathrine Borg
Michelle Tanner
Adam Billings
Gloria Hearn
Paula Pittman
Karen Borg
Cindy
Mike Hillstrom
Brandon Watts

Boot Camp Summary and Report

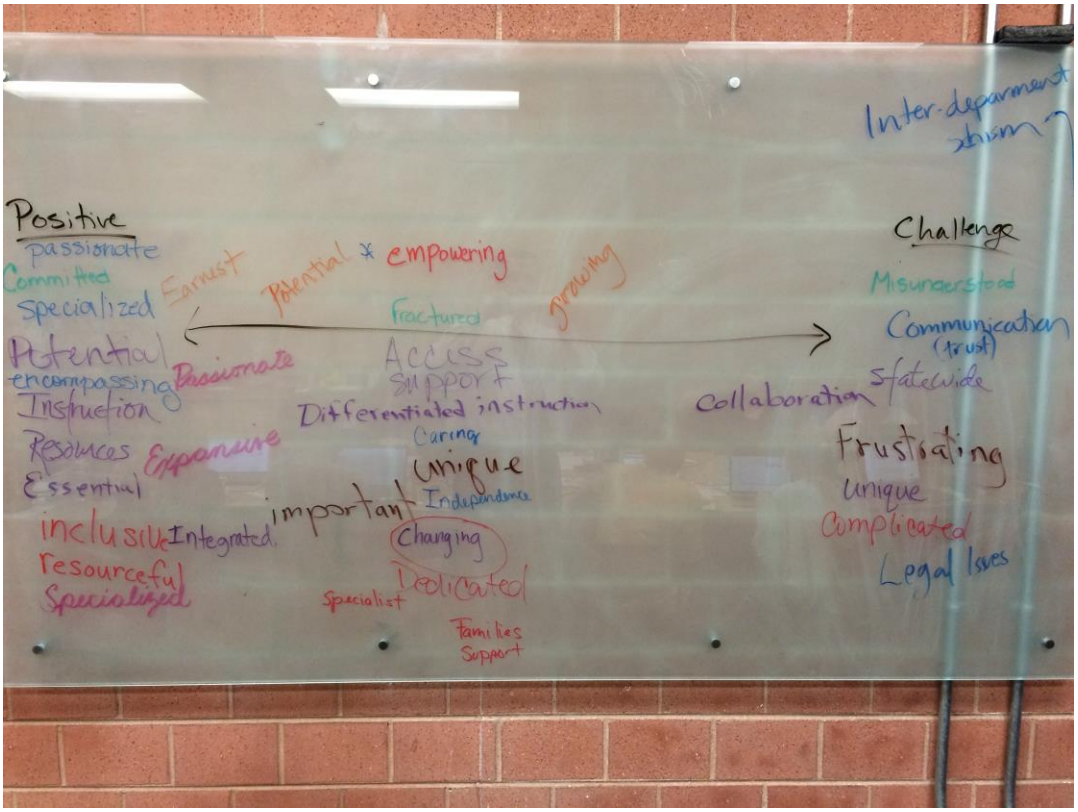
This written report is provided as a summary of your Boot Camp experience and includes the written plan you created during the experience. Thank you for allowing us to spend time with you and be part of your planning for increased educator effectiveness. We look forward to hearing about your success!

Welcome to the Ohana!

As your partner in delivering quality professional learning to your educators, we welcome you to our Ohana at School Improvement Network. Ohana is a Hawaiian term for our greater family, those that are within our circle of influence. We are glad we can be of assistance to you, and also want to know that we are a better company for having you part of our Ohana.

Additional Hawaiian terms we discussed:

Understanding Your District
When building an implementation plan, the more information you have the better! Your facilitator presented the research completed about your school district and asked participants to help fill in the blanks. Each individual was asked to describe the district using only three words. Once shared, attendees placed them on the Strength to Challenge continuum, pictured below. Great discussion was held on word placement and the amazing strengths and resources the district possesses.



Boot Camp Objectives

We call this experience boot camp because of the intensity of the experience. We intentionally pull you away from your daily routine and familiar surroundings so that you can more fully engage and dedicate this time to being present with your colleagues. Our objectives for our time together are as follows:

Notes:

1. Early childhood guidelines built in the system.
2. Implementation Plan.
3. USDB videos of best practices with accessibility.
4. Tool knowledge.
5. Individualized PD.
6. Evaluation Tool.
7. Skills for power statements.

The following list of additional outcomes was gathered from the group:

Notes: N/A

Why Implementation?

A resource is only as effective as the implementation plan associated with it. Discussion was held on the key ingredients of an implementation plan. The model "Conditions for Successful Implementation" was presented and discussed. Participants were asked to reflect on their own experiences with implementation and share what has been successful and/or challenging for them.

Job-Embedded Professional Learning

Discussion was held on the definition of Job-Embedded Professional Learning and what that means to the district. Three major components of Job-Embedded Professional Learning:

Learn > Try > Evaluate cycle that repeats over time	Teacher-led and teacher-driven	Immediate implementation

Edivate video shared: Definition of Job-Embedded Professional Learning
Video Link: https://www.pd360.com/#resources/videos/4102

Note: *During the discussion of the video, the following question was posed: What is the difference between Professional Learning and Professional Development?* The group agreed that Professional Learning was more of an intrinsic process and Professional Development was more aligned with an external process.

Professional Learning Word Brainstorm:
What words do you want included in your vision statement?

1. Best practice (researched based)
2. Roots.
3. Impact.
4. Outcomes.
5. Fun.
6. Purposeful.
7. Meaningful.
8. Student achievement.
9. Success.
10. Teacher Driven.
11. On-going.
12. Innovative.
13. Supported.
14. Cohesive.
15. Individualized.
16. Supported.
17. Cohesive.
18. Individualized.
19. Change.
20. Data Driven.
21. Effective.
22. Follow-up.
23. Simple.
24. Direct.
25. Planned by-design.
26. Positive.

Professional Learning Vision

Building a vision statement is not always easy but, it is an essential component of any successful implementation. Discussion was held around being very intentional in the messaging we use, and that starts with the vision statement. Throughout Boot Camp, the vision statement was revisited for adjustments and refinement.

First Drafts:

At USDB, professional learning is job embedded and teacher driven resulting in best practice that increases student achievement.

At USDB, we support educators as they seek professional growth in improving instructional practices through teacher-directed, collaborative, and job-embedded learning opportunities to improve student and family outcomes.

At USDB, we facilitate research based professional learning opportunities that are innovative, fun, and teacher driven to improve best practices and student achievement.

At USDB, Professional Development is individualized and teacher-driven. Training is presented in an enjoyable manner which allows educators to participate in meaningful and applicable learning resulting in long-term and on-going skill development and student achievement. Including lunch at Café Rio and Reeses Pieces.

At USDB, professional learning will provide optimal, job embedded, and teacher driven best practices to improve student outcomes.

Second drafts:

USDB educators enjoy professional growth that improves instructional practices through teacher-directed, collaborative, and job-embedded learning opportunities that positively impact student and family outcomes.

Job-embedded
Teacher driven
Student achievement/Family Outcomes
Data driven

Final Vision Statement:

USDB educators enjoy professional growth that improves instructional practices through teacher-directed, collaborative, and job-embedded learning opportunities that positively impact student and family outcomes.

Power Statement:

Invest. Improve. Impact.

I3

Filter Question: If I invest in this, will it improve my practice to impact my students?

Drafts:
Enjoy it! Because our students matter
Invest for Success!
Invest. Enjoy. Implement.
Be the Change
Bring the Hammer
Bring it on
Bring it!
B.I.O.
B.T.C.
Data Talks
Enjoying a culture of constant improvement
Enjoying constant improvment
Teach me!
Stand tall, fly straight…USDB
Learn it, live it, love it!
We learn for the kids.
Learn, teach, grow.
Embed. Improve. Impact.
Learning with them
Preparing for Impact.

School Leadership and Edivate Training
Edivate training link: http://help.schoolimprovement.com/courses/schooladmin/

Growing teachers is a lot like farming. Using the School Leadership and Edivate training, the group accessed the growing conditions of their school and district using the questions below and discussed the changes they would like to make within the district.

Mapping
Finding the right tool for the right job is the goal of mapping. We want you to understand everything the system has to offer and then narrow down what functionality will provide the support to your district/school priorities you are looking for. Using the Edivate mapping document, time was given to explore all of the components in the system and take notes on how the district might use each.

Establishing Priorities: Based on your district/school initiatives and priorities, what functions within the Edivate system could be the priority for year one, year two, and year three?

Year One Priorities	Year Two Expansion	Year Three Expansion
Obs 360 Groups Videos Portfolio (Optional)	Focus Objectives Courses Portfolio	

Modeling
A simple equality holds true with adopting new behaviors. If your teachers see you do it, they are more likely to engage in it as well. How can you model the Use of Edivate for your teachers?

Responses were posted in the USDB Group Forum:
https://www.pd360.com/#resources/communities/5/230484/114952

Motivating
Providing incentives is an important part of any implementation plan. When people understand "what's in it for me", they are excited about learning new things that provide benefits for them. How many ideas for motivating your teachers can you think of?

Responses were posted in the USDB Group Forum:
https://www.pd360.com/#resources/communities/5/230484/114953

Monitoring
Understanding what the system monitors allows us to write measurable goals. Using the Monitor portion of the self-guided learning course, we reviewed the available reports.

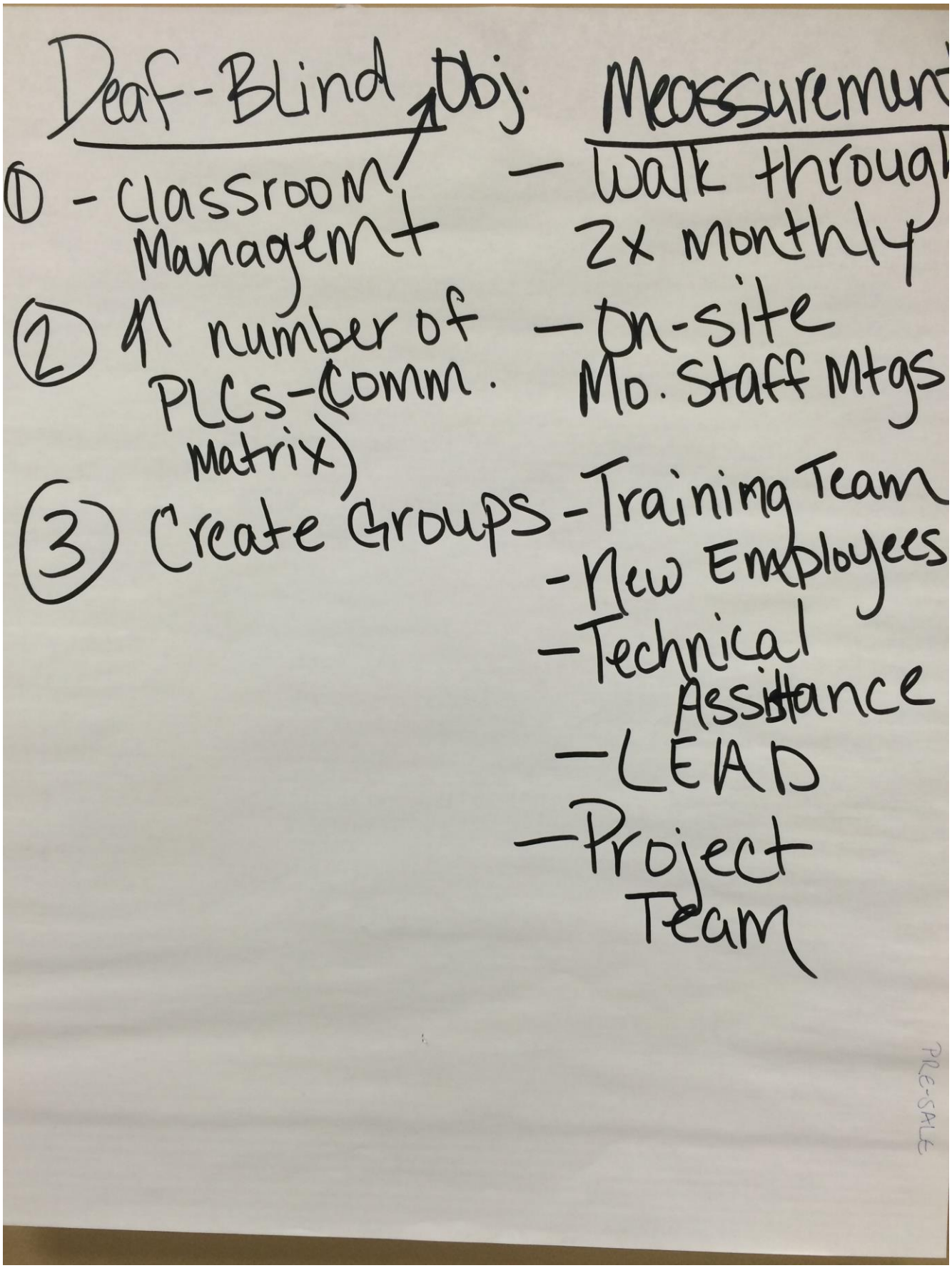
Self-Guided learning link:
http://help.schoolimprovement.com/courses/schooladmin/monitor.html

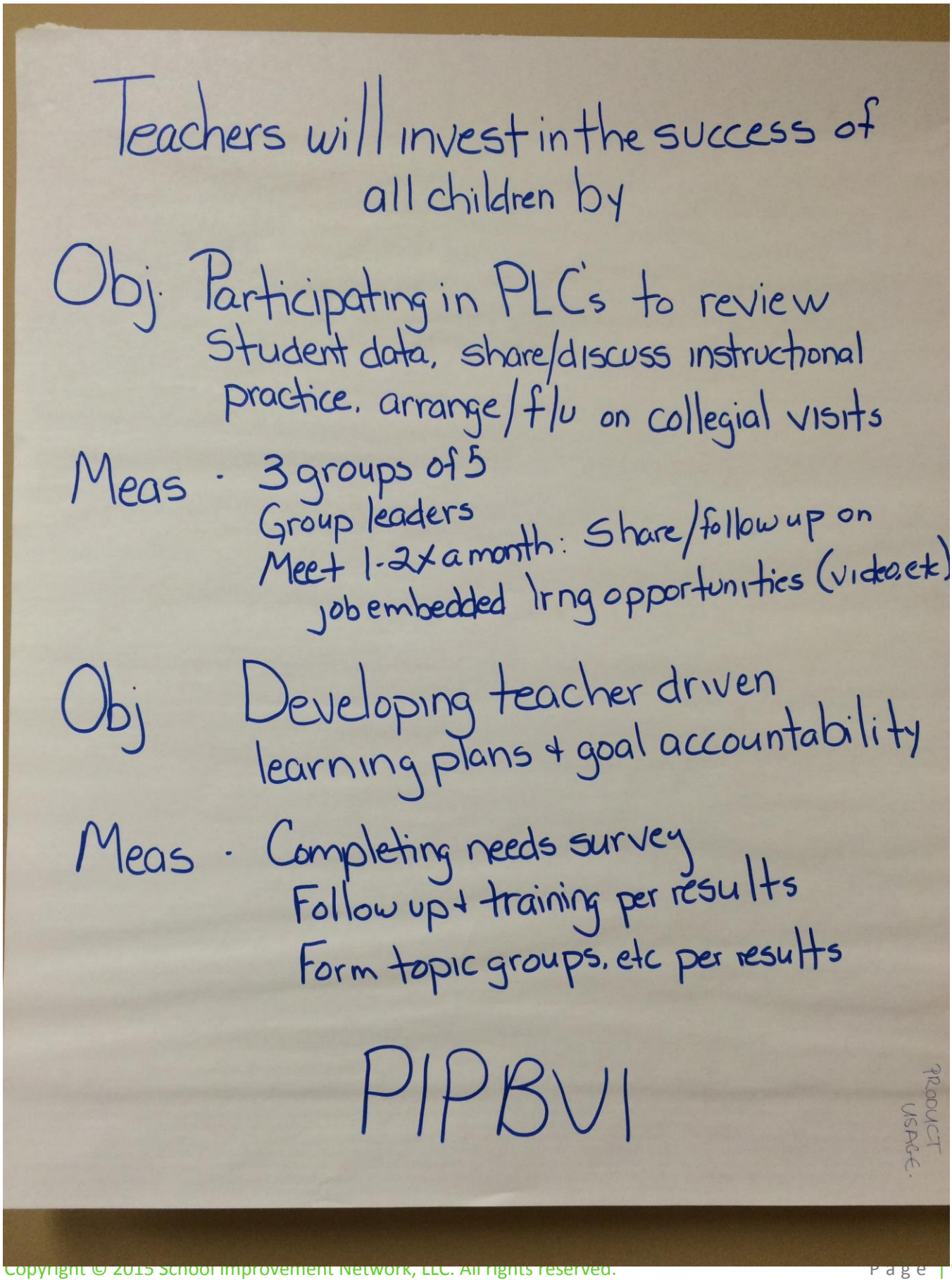
First Year Objectives and Measurables
Using the priorities we established after our training, the following first year objectives were created.

District:

KBS - DEAF NORTH

OBJECTIVE	MEASURABLE
① Train tchrs. on Edivate	• Faculty Mtg. overview & How-to 1st qtr.
② Each tchr. video & critique Lsn. 3x's	• 2nd, 3rd, 4th Qtr. Record & Report
③ Determine weakness & find/watch video to match need	• Watch video, ans. ?'s & submit
④	





Blind Classrooms

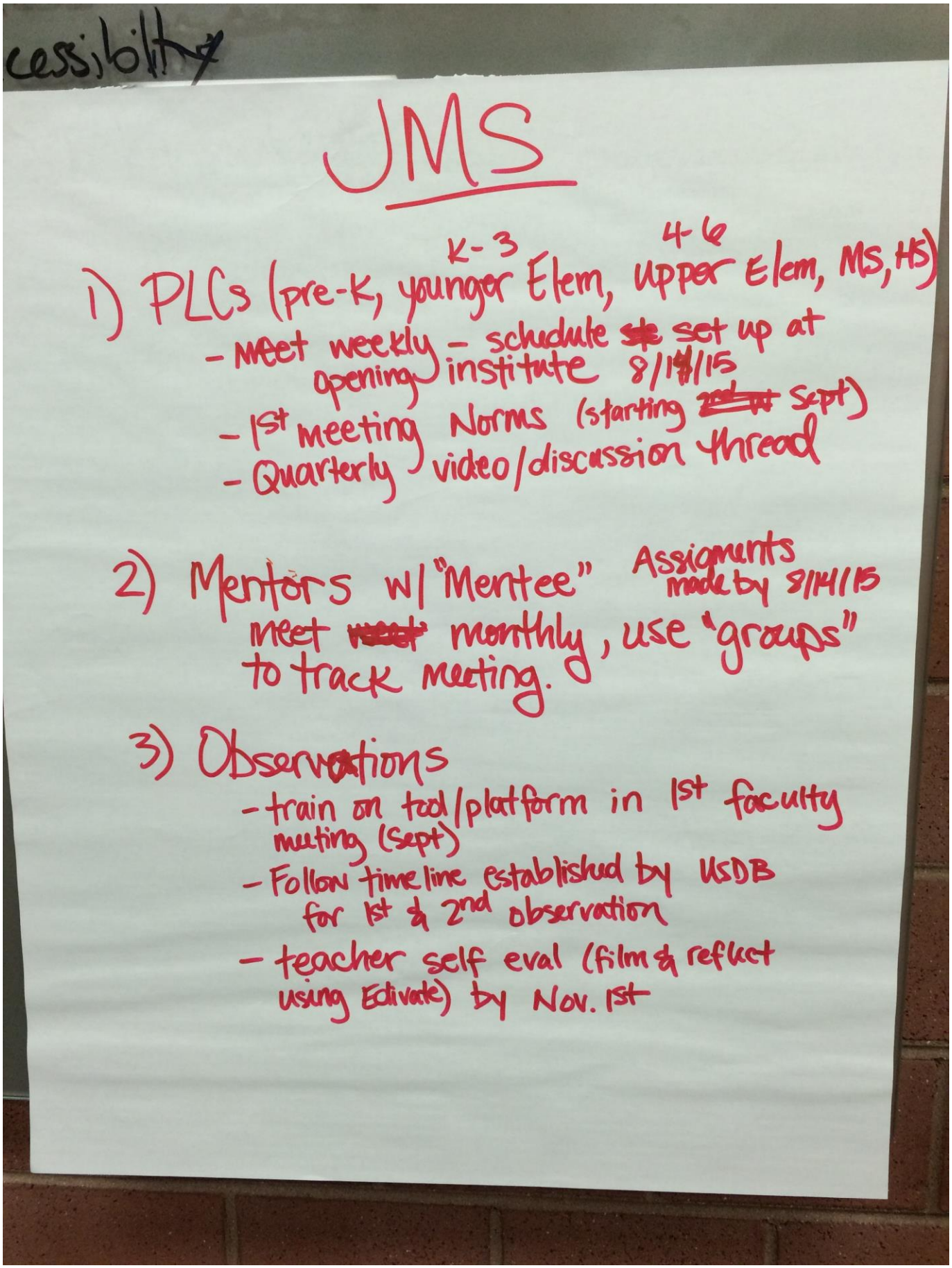
1. PLC groups will be developed based on content area & need by Oct. 1st.
2. Teachers will participate in various PLC groups, inc. grade lvl mtg, at least monthly, utilizing various plat forms.
3. Gloria will do 2 "walk-thru's" per week.
4. Obs Kate will observe in every classroom w/in first 2 weeks of school.
5. Eval: Pre-conf & evals completed by required date. Coaching and/or individualized prof. learning goals will then be created based on observations
6. Teachers will be trained on Edivate w/in 1st month of school.

Deaf - LSL

1) PLC Development
- Create groups by 8/31/15 (Build content & resources
- Meet two times a month
  - Use Edivate to track PLC group meetings to ensure group needs are met.
  - Assign one group leader for each group to facilitate and track progress.

2.) Observations
- Complete formal observations by 10/31/15.
  - Develop learning objectives with individual teacher
  - Monitor progress through quarterly ~~weekly~~ conversations.
  (2nd Evaluation for new teacher by 1/31/15)
- Walk-through evaluations (2 for Veteran / 3 for New teacher)
  - Complete 1st walk through by 1/31/16
  - Complete 2nd walk through by 4/30/16
  (New teachers 2nd by 3/31; 3rd by 5/15/16)
  (Create Spreadsheet to track walk-through evaluations.)

3) Mentors assigned by 8/31/15
- Meet & log monthly meetings


cessibility
JMS
1) PLCs (pre-K, younger K-3 Elem, upper 4-6 Elem, MS, HS)
- Meet weekly - schedule set up at opening institute 8/14/15
- 1st meeting Norms (starting 2nd wk Sept)
- Quarterly video/discussion thread
2) Mentors w/ "Mentee" Assignments made by 8/14/15
meet monthly, use "groups" to track meeting.
3) Observations
- train on tool/platform in 1st faculty meeting (Sept)
- Follow timeline established by USDB for 1st & 2nd observation
- teacher self eval (film & reflect using Edivate) by Nov. 1st

USDB

OBJ 1:

Roll out USDB vision/power/filter statement.

Measurement:

Create & present short videoclip to educational staff(?) at OI.

OBJ 2:

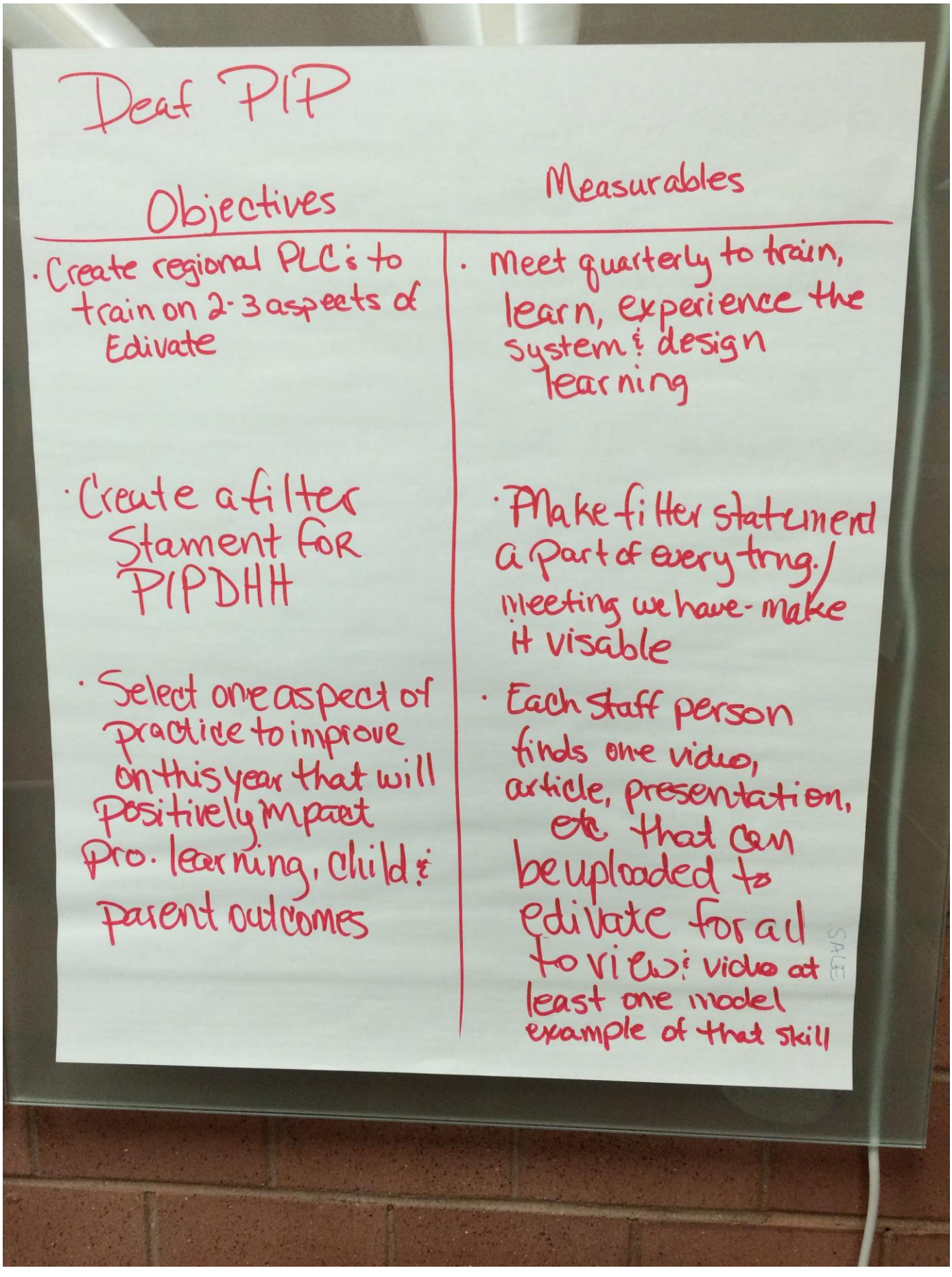
Roll out Obs360 tool

Measurement:

- Obs360 tool ready for use by Sept. 1ST
- Train directors on use of tool by Sept 15
- Monthly calibration coordinated w/ standards (Order 3,5,6,7)
- Monthly action plan for directors. (Practice learning & implementation)

Implement... EDIVATE!

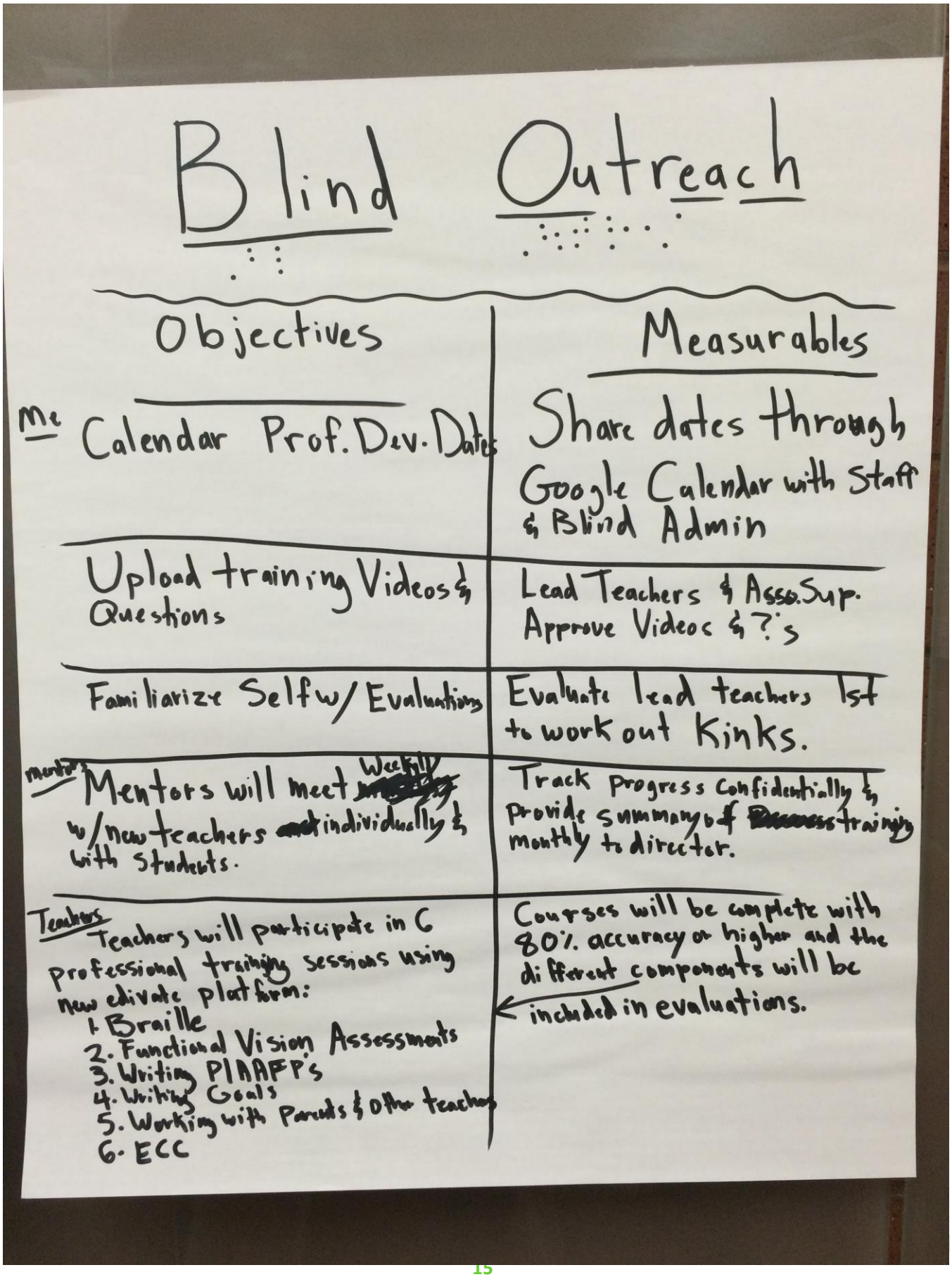
POST SALE

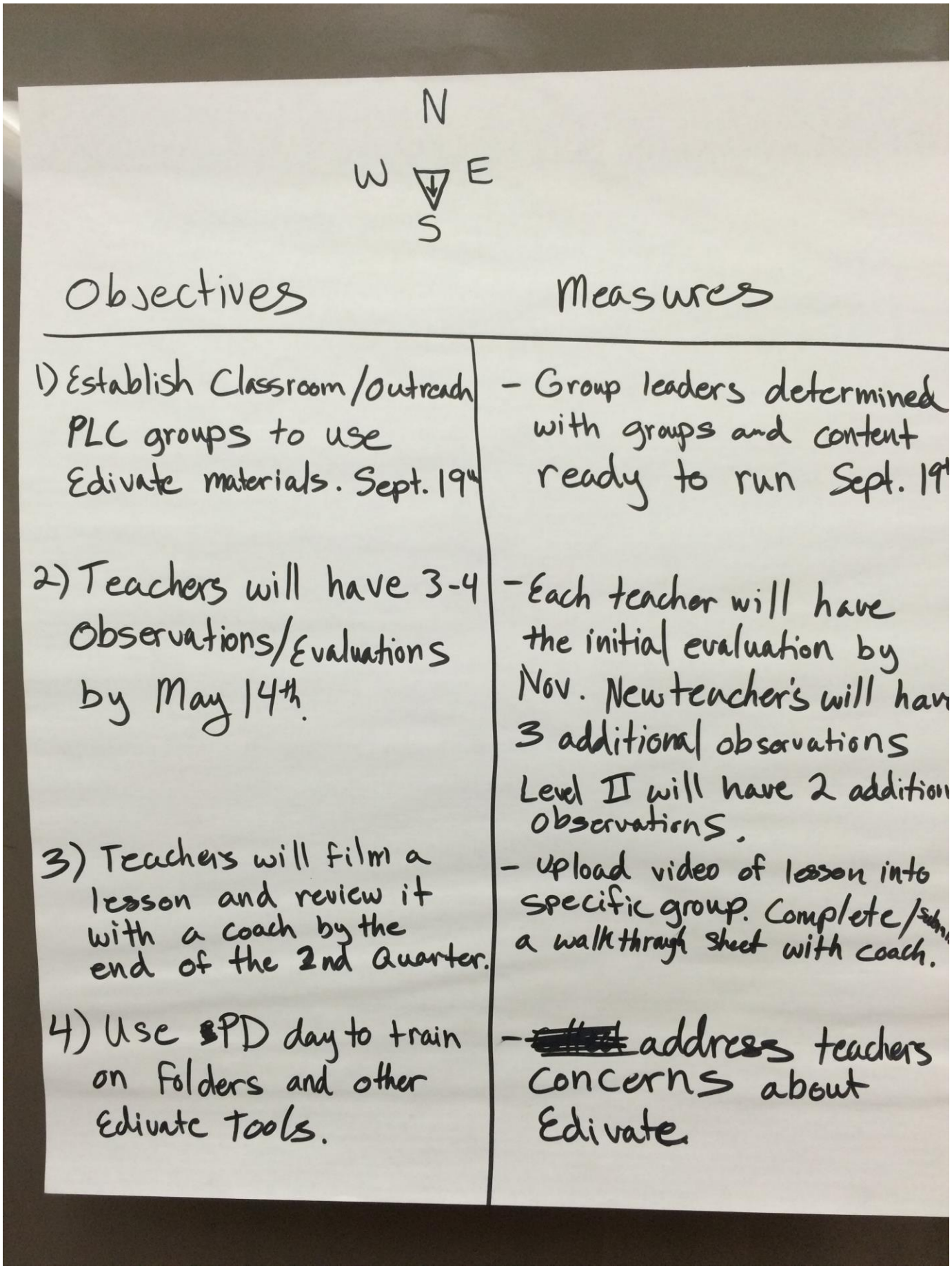


Deaf PIP

Objectives	Measurables
· Create regional PLC's to train on 2-3 aspects of Edivate	· Meet quarterly to train, learn, experience the system & design learning
· Create a filter Stament for PIPDHH	· Make filter statement a part of everything/ meeting we have - make it visable
· Select one aspect of practice to improve on this year that will positively impact Pro. learning, child & parent outcomes	· Each staff person finds one video, article, presentation, etc that can be uploaded to edivate for all to view & video at least one model example of that skill

SAGE


Blind Outreach
Objectives
Measurables
Me
Calendar Prof. Dev. Dates
Share dates through Google Calendar with Staff & Blind Admin
Upload training Videos & Questions
Lead Teachers & Asso. Sup. Approve Videos & ?'s
Familiarize Self w/ Evaluations
Evaluate lead teachers 1st to work out Kinks.
Mentors
Mentors will meet Weekly w/ new teachers individually & with Students.
Track progress Confidentially & provide summary of trainings monthly to director.
Teachers
Teachers will participate in C Professional training sessions using new edivate platform:
1. Braille
2. Functional Vision Assessments
3. Writing PIAAFP's
4. Writing Goals
5. Working with Parents & Other teachers
6. ECC
Courses will be complete with 80% accuracy or higher and the different components will be included in evaluations.



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Objectives	Measures
1) Establish Classroom/Outreach PLC groups to use Edivate materials. Sept. 19th	- Group leaders determined with groups and content ready to run Sept. 19th
2) Teachers will have 3-4 observations/Evaluations by May 14th.	- Each teacher will have the initial evaluation by Nov. New teacher's will have 3 additional observations Level II will have 2 additional observations.
3) Teachers will film a lesson and review it with a coach by the end of the 2nd Quarter.	- Upload video of lesson into specific group. Complete/submit a walkthrough sheet with coach.
4) Use PD day to train on Folders and other Edivate tools.	- [redacted] address teachers concerns about Edivate.

First Year Action Planning (Each department created their own plan as distinguished by different colors)

Month	User Group	Action Item	Due Date	Responsible Party
August, 2015	Educators	1. **Training Educators**: Educators are trained in the Edivate professional learning platform. Options: a. Create your own training and deliver to educators. b. Have educators complete the self-guided learning course in Edivate at: http://help.schoolimprovement.com/courses/essentials/ c. Schedule a School Improvement Trainer to deliver a face-to-face training.	See august 27th and Sept 2nd.	District
	Lead Teachers	**Edivate Essentials**-Train the trainers/mentors at the Ogden Campus.	27th	Jake/USDB
	Leads & Mentors	Initial Trng. for Edivate Essentials(Grps, Eval. Tool, & VideoLibrary) Remind mentors and tech. rep. of invitations and answer questions	Mike Hillstrom	Aug. 27 1:00-3:30
	Lead Teacher and Mentor	Edivate Training	08/27/2015	Susan
	PIPDHH	Create filter phrase	14	Staff decision
	PIPDHH	Excite Team about Edivate	14	Paula prep PP highlighting benefits
		Complete tasks	31	Paula
	PIPDHH	Establish PLC groups	14	staff
	PIPDHH	Schedule child staffing sessions	14	Paula and staff
	Teachers / Deaf South	Set up PLC groupings and begin collecting group content PLC groups need to be determined Required content needs to be decided on. I need to watch videos and know content	Aug. 14th.	Captain (Adam)
	Exec Staff	Obs360 Brody, Dan	8/14	M & C
	Exec Staff	Video clip – power statement; motivational clip on new Professional Learning Jared, designee	8/13	M & C

	Exec Staff	Review, familiarize With Jake, Dan, Brody – run through 8/26 1 pm at SIN	8/26	M & C
	Mentors, Lead Teachers, Directors	Edivate Essentials Jake; Ogden (1 – 3:30); Conference A/B; laptops required Event Planning form required	8/27	M & C
	Teachers	Show teachers Edivate format Review format	8/14	Jennifer
	Teachers	Develop vision plan for LSL division Send out an email to teachers and ask them to think about the important aspects of LSL education	8/14	Jennifer
	Lead Teachers	Meet with lead PLC teachers Create individual groups in Edivate as PLC forum	8/31	Jennifer
	Lead teachers/ mentors	Attend Edivate essential training in Ogden or Salt Lake. Send an invite to mentors and lead teachers for meeting times.	8/17	Jennifer
	MENTOR GROUP	BEGIN TO ESTABLISH DISCUSSION TOPICS; AFFIRM PLC OBJECTIVES DETERMINE TOOLS TO USE	AUG 31	PAM NICOLSON
	PIPI	INCORPORATE EARLY CHILDHOOD STANDARDS INTO THE EVALUATION TOOL IT SUPPORT	AUG 10	KAREN BORG PAULA PITTMAN
	PIPBVI	SCHEDULE EVALUATION SECRETARIAL SUPPORT	AUG 14	KAREN BORG
	PIPBVI	MISSION AND FILTER AV MATERIALS	AUG 14	KAREN BORG
	JMS Staff	Calendar PLC groups Have schedule availabilities for PE, Art, ASL and social skills	Aug 14	JMS Staff
	JMS Staff	Set up PLC groups Upload 2 videos and 2 articles about PLCs	Sept 2	Aimee
	JMS Staff	Assign Mentors Check with teachers to coordinate mentoring assignments prior to Opening Institute	Aug 14	Aimee
	Teachers	Observations of all classes Observation tools/checklists Coaching cycles	9/4	Kate
	Teachers	PD on Lumen/Data collection		Gloria/Kate

	Me/Mentors	Upload training Videos and Questions Online video groups ie: AER, Youtube, L.O.V.E. Library	8/14	Brandon

Month	User Group	Action Item	Due Date	Responsible Party
September, 2015	Lead Teachers	**Edivate Essentials-**Jake will train the trainers at the Highland Drive Location.	2nd	Jake/USDB
	Volunteer Educators	**First Volunteer Video Upload**: Selected teachers will upload first videos of instruction. Upload recordings to private District Group in Edivate.	30th	District
	All Educators	**First Teacher Survey**: Teacher completion of Teacher Survey for use in documentation and research of improved instruction.	30th	District
	All Students	**First Student Survey**: Teacher administration of Student Survey to their class(es) for use in documentation and research of improved instruction.	30th	District
	Deaf-Blind staff	Introduce and Train on 360/Mapping		Erin and Mary Alice (Susan)
	Myself	Training on 360		Admin (Susan)
	Two DB specialists	360 evaluation/modeling		Susan
	Mentors	Initial training for trainers	2	Mentors (Paula)
	Teachers / Deaf South	Roll out PLC's with classroom and outreach teachers Training for group leaders on how to use groups on edivate. Create a year at a glance calendar for each month's training.	Sept. 19th	Captain
	Teachers / Deaf South	Monthly PLC Meeting Information on Academic Rigor	Sept. 31	PLC Leaders
	Teachers / Deaf South	Show a short video and evaluations **Video on Learner Development**	Sept. 8	Captain
	Admin Staff	Full training on 360 Karen Wadman - afternoon of Admin meeting from 1 – 4 (Ogden)	9/1	M & C
	Admin Staff	Edivate Essentials Jake; Highland (3 – 5:30); Highland Conference Room; laptops required Event Planning form required	9/2	M & C

	Admin	Calibration/Rater Reliability – one Standard (is this too much for first training??) Cheri Stevenson - WSD	9/15	M & C
	Admin	Implement first Action Plan Cheri Stevenson (?)	9/15	M & C
	Teachers	Additional video with power statement USDB IT staff (Jefferson?)	9/15	M & C
	PLC groups	Schedule meeting times with PLC group Send out email to find best time and date.	9/4	Lead teachers
	PLC groups	Facilitate first PLC meeting Prepare meeting format	9/15	Lead teachers
	Mentors	Meet with mentors Determine mentoring needs and assign appropriate mentors.		Jennifer
	PIPBVI—INSTRUCTIONAL LEADERSHIP GROUP	FINALIZE PLC DISCUSSION TOPICS IT SUPPORT AND	SEPT 1	PAM NICOLSON
	PIPBVI	TRAIN STAFF ON PLC FORMAT DISTANCE FORMAT	SEPT 11	PAM N
	JMS mentors	Attend Edivate Essentials training Laptops, invite mentor staff to meeting on Sept 2	Sept 2	JMS mentors
	JMS Staff	Train staff on edivate platform, basic of observation Laptops for staff, training room, (groups set up from Aug)	Fac. Mtg Sept. 15	Aimee and mentors
	JMS Staff	Start weekly PLCs1st meeting-norms Have teachers watch one video on PLC and discuss in second meeting.	End of Sept	JMS Staff
	Teachers	Create PLC Groups	10/1	Gloria/Kate
	Lead Teachers	Train the trainers Train on Edivate in SL	9/2	SINET
	Teachers	Support creation of individual PL goals Observation results		Kate
	Me	Familiarize myself with Evaluations Edivate tech support, Lead teachers to evaluate first	9/30	Brandon
	Mentors	Meet Weekly with Teachers individually and with students Mentor training power point Edivate Platform	Ongoing	Brandon
	TVI's	Braille Training Session	9/23	Brandon

Month	User Group	Action Item	Due Date	Responsible Party
October, 2015	PLC grps. Mtg.	Set conf. rm. Thru zoom Meet w/ JMS	10/21	Tchrs. & Leads (Mike)
	Deaf-Blind Staff	Follow-up on Edivate and 360/Monitor		Erin and Mary Alice (Susan)
	Three DB Specialists	Start 360 evaluation/modeling		Susan
	DB staff	Upload one video and PLC: Communication Matrix research project		Susan and Erin
	PLC's/Mentors /Paula	Conduct regional trainings on Edivate platform/Observation 360 Online training on Edivate	10	Paula/Mentors
	Paula/staff	Conduct first onsite visits Use new Observation 360 tool	31	Paula/staff
	Paula	Review materials submitted by staff Upload appropriate materials for our library	31	Paula
	Paula/staff	Staffing of each individual child and their progress Search for videos/materials to support staff needs and upload	31	Paula/staff
	Paula	Monitor staff involvement with Edivate Review reports	31	Paula
	Teachers / Deaf South	Begin using observation 360 Training on the evaluation platform on Edivate. Observe each teacher	Oct. 31	Captain
	Teachers / Deaf South	Monthly PLC Meeting Group leaders will upload video and notes and articles in PLC group	Oct. 31	PLC Leaders
	Teachers / Deaf South	Show a short video and evaluations Learning Environments	Oct. 13	Captain
	Admin Staff	Calibration/Rater Reliability – one more Standard Jake – help/direction (1 hour)	10/6	M & C
	Teachers	Power Videos Jefferson	10/15	M & C
	PLC Groups	Bi-weekly PLC meetings Use Edivate group to create tasks for each group.	10/31	Lead Teacher
	Teacher	Individual evaluations Schedule and meet with each teacher to do formal evaluation	10/31	Jennifer
	Teacher	Schedule another professional development training day Assess/ organize event		Jennifer

	PIPBVI	TEACHER-DRIVEN JOB EMBEDDED LEARNING OPPORTUNITIES	OCT 21	JAMIE BROWN
	PIPBVI	REPORT BACK ON FIRST PLC MTG(S) AV DISCUSSION MATERIALS	OCT 21	PAM NICOLSON
	PIPBVI	PROF DEV PLANNING MTG	OCT 21	KAREN BORG
	JMS/KBS Staff	PLC by content/grade level Arrange schedule and sub for that day, 45 minute time, zoom	Oct. 21 Wed	JMS Staff
	JMS Staff	Meet in weekly PLC groups Watch one video a month	End of Oct	
	Teachers	Emergency Preparedness		Kim Pierce
	Teachers	Begin collegial visits		Gloria/Kate
	TVI's	Cortical Vision Conference AER and Chris Bischke	10/21-23	Brandon
	TVI's and Me	Evaluation Tool Platform	10/31	Brandon

Month	User Group	Action Item	Due Date	Responsible Party
November, 2015	Training Team	Establish Training Team group/mapping		Mary Alice and Susan
	Three DB specialists	Start 360 evaluation/modeling		Susan
	DB staff, iterveners, teachers, and parents	Statewide and parent conference/motivation		Gretel and Susan
	Paula/staff	Review materials for Edivate that are submitted by staff Upload appropriate materials for our Edivate library	31	Paula
	Paula/staff/family	Film at least one staff member using good EI strategies Edit and upload video clip of strategies being used	31	Paula/staff
	Paula	Monitor staff involvement with Edivate Review reports	31	Paula
	Teachers / Deaf South	First Summative Evaluation is Due on observe 360 Edivate Evaluation Platform needs to be implemented and rolled out	Nov. 1	Captain
	Teachers / Deaf South	Monthly PLC Meeting Group leaders will upload video and notes and articles in PLC group	Nov. 1	PLC Leaders

	Teachers / Deaf South	Show a short video and evaluations Content Knowledge	Nov. 10	Captain
	Admin Staff	Calibration/Rater Reliability Jake	11/3	M & C
	Teachers	Power Videos Jefferson	11/15	M & C
	Admin Staff	User Summary Report Support@schoolimprovement.com	11/30	M & C
	PLC Groups	Bi-weekly PLC meetings Use Edivate group to create tasks for each group.	11/30	Lead Teacher
	Teachers	Walk through evaluations Walk through classrooms		Jennifer
	Teachers	Follow up evaluation goal completions	4/30	Jennifer
	JMS Staff	Meet in weekly PLC groups Watch one video a month	End of Oct	JMS Staff
	TVI's	Functional Vision Assessments Edivate Platform	11/18	Brandon

Month	User Group	Action Item	Due Date	Responsible Party
December, 2015	PLC grps. Mtg.	Set conf. rm. Thru zoom Meet w/ JMS. Set sub tchrs.	12/4	Tchrs. & Leads (Mike)
	Training team	Follow-up on Training Team group/monitoring		Mary Alice (Susan)
	Two DB specialists	Start 360 evaluation/modeling		Susan
	Statewide participants	Follow-up on statewide conference/monitoring		Gretel (Susan)
	Paula	Monitor staff involvement with Edivate Review reports	31	Paula
	Teachers / Deaf South	Monthly PLC Meeting Group leaders will upload video and notes and articles in PLC group	Dec.	PLC Leaders
	Teachers / Deaf South	Show a short video and evaluations Assessment		Captain
	Admin Staff	Calibration/Rater Reliability Jake	12/1	M & C
	Teachers	Power Videos Jefferson	12/15	M & C

	PLC Groups	Bi-weekly PLC meetings Use Edivate group to create tasks for each group.	12/20	Lead Teacher
	Teachers	Walk through evaluations Walk through classrooms		Jennifer
	JMS/KBS Staff	PLC by content/grade level Arrange schedule, 45 minute time, polycom	Dec 4 Fri	JMS/KBS/South
	JMS Staff	Meet in weekly PLC groups Watch one video a month	End of Dec	JMS Staff
	Teachers	Check-in Survey Assess PD model….is it meeting teacher's needs? What would they like to see for the remaining months? Are the PLCs meeting needs? Etc.		Gloria/Kate

Month	User Group	Action Item	Due Date	Responsible Party
January, 2016	LEAD team	Establish LEAD group/mapping		Susan and Erin
	Two DB specialists	360 evaluation/modeling		Susan
	DB staff	Upload one video/PLC: Communication Matrix/motivation		Susan and Erin
	Paula	Review materials submitted by staff Upload appropriate materials for our Edivate library	31	Paula
	Paula/staff/family	Film at least one staff member using good EI strategies Edit and upload video clip of strategies being used	31	Paula/Staff
	Paula/Mentors/staff	Do regional PLC's Upload materials/goals from PLC groups	31	Paula/Mentors
	Paula/staff	Staffing of each individual child and their progress Assign videos/assistive materials to staff based on weaknesses observed	31	Paula/staff
	Paula	Monitor staff involvement with Edivate Review reports	31	Paula
	Teachers / Deaf South	Monthly PLC Meeting Group leaders will upload video and notes and articles in PLC group	Jan.	PLC Leaders
	Teachers / Deaf South	First Formative Evaluation Understand the use of classroom walk through templates on edivate Collect materials for teacher improvement to share after observations	Jan. 12	Captain
	Teachers / Deaf South	Show a short video and evaluations		Captain

	Admin Staff	Calibration/Rater Reliability Jake	1/5	M & C
	Teachers	Power Videos Jefferson	1/15	M & C
	PLC Groups	Bi-weekly PLC meetings Use Edivate group to create tasks for each group.	1/31	Lead Teacher
	Teachers	Walk through evaluations Walk through classrooms		Jennifer
	Level 1 teachers	Complete 2nd evaluation Meet with teachers and schedule second evaluation.		Jennifer
	JMS Staff	Meet in weekly PLC groups Watch one video a month	End of Jan	JMS Staff
	TVI's	Writing IEP's Edivate Platform	1/27	Brandon

Month	User Group	Action Item	Due Date	Responsible Party
February, 2016	PLC grps. Mtg.	Set conf. rm. Thru zoom Meet w/ JMS	2/24	Tchrs. & Leads (Mike)
	LEAD team/Training team	Follow-up with Training Team and LEAD groups/monitoring		Susan, Erin, and Mary Alice
	Three DB staff	360 evaluation/modeling		Susan
	LEAD	Evaluate Edivate Plan/monitoring		Susan, Erin, and Gretel
	Paula	Review materials submitted by staff Upload appropriate materials for Edivate	28	Paula
	Paula	Monitor staff involvement with Edivate Review reports	31	Paula
	Paula	Create training for paperwork/BTOTS for new hires Review, critique and upload	31	Paula/Mentors/ Michelle
	Teachers / Deaf South	Monthly PLC Meeting Group leaders will upload video and notes and articles in PLC group	Feb.	PLC Leaders
	Teachers / Deaf South	Show a short video and evaluations Instructional Planning	Feb.	Captain

	Admin Staff	Calibration/Rater Reliability Jake	2/2	M & C
	Teachers	Power Video Jefferson	2/15	M & C
	PLC Groups	Bi-weekly PLC meetings Use Edivate group to create tasks for each group.	2/28	Lead Teacher
	Teachers	Walk through evaluations Walk through classrooms		Jennifer
	JMS/KBS Staff	PLC by content/grade level Arrange schedule and sub for that day, 45 minute time, zoom	Feb. 24 Wed	JMS/KBS South
	JMS Staff	Meet in weekly PLC groups Watch one video a month	End of Feb	JMS Staff
	TVI's	Working with Parents and Teachers Edivate Platform	2/24	Brandon

Month	User Group	Action Item	Due Date	Responsible Party
March, 2016	Three DB staff	360 evaluation/modeling		Susan
	Training and LEAD team	Follow-up on groups/monitoring		Erin and Mary Alice
	Paula/staff/family	Film at least one staff member using good EI strategies Edit and upload video clip of strategies being used	31	Paula/staff
	Paula	Review materials submitted by staff Upload appropriate materials for Edivate	31	Paula
	Paula	Monitor staff involvement with Edivate Review reports	31	Paula
	Teachers / Deaf South	Monthly PLC Meeting Group leaders will upload video and notes and articles in PLC group	Mar.	PLC Leaders
	Teachers / Deaf South	Second Formative Evaluation Understand the use of classroom walk through templates on edivate Collect materials for teacher improvement to share after observations	Mar. 15	Captain
	Teachers / Deaf South	Show a short video and evaluations Instructional Strategies		Captain
	Admin Staff	Calibration/Rater Reliability Jake	3/1	M & C
	Teachers	Power Videos Jefferson	3/15	M & C

	Admin	User Summary Report support@schoolimprovement.com		M & C
	PLC Groups	Bi-weekly PLC meetings Use Edivate group to create tasks for each group.	3/31	Lead Teacher
	Teachers	Walk through evaluations Walk through classrooms		Jennifer
	JMS Staff	Meet in weekly PLC groups Watch one video a month	End of Mar	JMS Staff
	TVI's	Expanded Core Curriculum Edivate Platform	3/23	Brandon
	TVI's and Me	Finish second round of Evaluations Edivate Plaform	3/31	Brandon

Month	User Group	Action Item	Due Date	Responsible Party
April, 2016	PLC grps. Mtg.	Set conf. rm. Thru zoom Meet w/ JMS Set Subs	Fri	Tchrs. & Leads (Mike)
	Three DB staff	360 evaluation/modeling		Susan
	DB staff	Upload video and PLC:/motivation		Susan and Erin
	Paula/staff/family	Film at least one staff member using good EI strategies Edit and upload video clip of strategies being used	30	Paula/staff
	Paula/staff	Staffing of each individual child and their progress Assign videos/assistive materials to staff based on weaknesses observed	30	Paula/staff
	Paula	Review materials submitted by staff Upload appropriate materials for Edivate	30	Paula
	Paula	Monitor staff involvement with Edivate Review reports	30	Paula
	Teachers / Deaf South	Monthly PLC Meeting Group leaders will upload video and notes and articles in PLC group	Aprl.	PLC Leaders
	Teachers / Deaf South	Upload Coaching Videos Create a data base of 2015-2016 best lessons into a group on edivate for teachers to view	Aprl. 16	Captain
	Teachers / Deaf South	Show a short video and evaluations TBD		Captain
	Admin Staff	Calibration/Rater Reliability Jake	4/5	M & C
	Teachers	Power Videos Jefferson	4/15	M & C

	PLC Groups	Bi-weekly PLC meetings Use Edivate group to create tasks for each group.	4/30	Lead Teacher
	Teachers	Walk through evaluations Walk through classrooms		Jennifer
	JMS/KBS Staff	PLC by content/grade level Arrange schedule and, 45 minute time, zoom	Apr 1 Fri	JMS/KBS/South
	JMS Staff	Meet in weekly PLC groups Watch one video a month	End of Apr	JMS Staff

Month	User Group	Action Item	Due Date	Responsible Party
May, 2016	All Educators	**Educator Attendance at Trainings**: Districts provide record of teachers who attended training in EDIVATE.	30th	District
	Volunteer Educators	**Second Volunteer Video Upload**: Selected teachers will upload second videos of instruction.	30th	District
	All Educators	**Second Teacher Survey**: Teacher completion of Teacher Survey for use in documentation and research of improved instruction.	30th	District
	All Students	**Second Student Survey**: Teacher administration of Student Survey to their class(es) for use in documentation and research of improved instruction.	30th	District
	All Educators	**Cactus ID's:** Districts provide list of participating Teacher's Cactus IDs.	30th	District
	Two DB staff	360 evaluation		Susan
	LEAD	Evaluate Edivate monitoring		Erin, Gretel, and Susan
	Paula	Review materials submitted by staff Upload appropriate materials for Edivate	31	Paula
	Paula	Monitor staff involvement with Edivate Review reports	31	Paula
	Teachers / Deaf South	Monthly PLC Meeting Group leaders will upload video and notes and articles in PLC group	May	PLC Leaders
	New Teachers	Second Summative Evaluation Teachers need access to edivate with an understanding of how to use the tool. I need to meet for a pre and post conference	May 14	Captain

	Teachers / Deaf South	Show a short video and evaluations TBD		Captain
	Admin Staff	Calibration/Rater Reliability Jake	5/3	M & C
	Teachers	Power Video IT	5/15	M & C
	PLC Groups	Last PLC meeting Use forum question to assess effectiveness of PLC	5/15	Lead Teacher
	Teachers	Walk through evaluations Walk through classrooms		Jennifer
	JMS Staff	Meet in weekly PLC groups Watch one video a month	End of May	JMS Staff
	TVI's	Closing Remarks and Survey Edivate Platform	5/25	Brandon

Month	User Group	Action Item	Due Date	Responsible Party
June, 2016	Paula	Review materials submitted by staff Upload appropriate materials for Edivate	30	Paula
	Paula	Monitor staff involvement with Edivate Review reports	30	Paula
	Admin	User Summary Report support@schoolimprovement.com	6/30	M & C

The Race to the South Pole

There will always be challenges to rolling out any new system or idea. In the book "Great by Choice" by Jim Collins, the divergent strategies of two explorers, Roald Amundsen and Robert Falcon Scott, are examined in their efforts to lead their teams to the South Pole in October 1911. One of the biggest differences between these two teams was Scott's concept of the 20 mile march. Every day, regardless of conditions he took his team 20 miles, never more, but never less. Their consistent daily efforts paid off as they reached the South Pole first and maintained better health and morale. Not only that, they were successful in returning home.

What are our 20-mile March commitments?
The group was not ready to make personal commitments at this time. They discussed that watching a video each week was something that they would consider. Each of the participants want to reflect on the boot camp and the report and then will be able to better make a personal commitment.

Every Difficulty Foreseen

Another major difference between the expeditions led by Amundsen and Scott is that Amundsen spent a great deal of time researching and analyzing possible roadblocks and thinking of how to mitigate those roadblocks. Scott, on the other hand, spent little time preparing and relied on his assumptions as to what he would face. The following quote from Amundsen's journal was shared with the team:

"I may say that this is the greatest factor – the way in which the expedition is equipped – the way in which every difficulty is foreseen, and precautions taken for meeting or avoiding it. Victory awaits him who has everything in order – luck, people call it. Defeat is certain for him who has neglected to take the necessary precautions in time; this is called bad luck."

Time was given for each group to brainstorm possible roadblocks they will encounter.
Have we put the time in to be sure that every difficulty is foreseen?
Possible roadblock we need to stay aware of:

Roadblocks and Bull-dozers can be found at:
https://www.pd360.com/#resources/communities/5/230484/115032

Graduation

Participants were welcomed to the Hui Koa Club (Warrior's Club) as part of our graduation ceremony.

Support Items

Video Title: Definition of Job-Embedded Professional Learning
Edivate Link: https://www.pd360.com/#resources/videos/4102

Video Title: Kindergarten: Informational Writing about Oviparous Animals
Edivate Link: https://www.pd360.com/#resources/videos/7157

Video Title: The Seedling
Edivate Link:

Video Title: PLC and RTI Success Story
Edivate Link: https://www.pd360.com/#resources/videos/3785

Video Title: The School You Would Choose For Your Own Child
Edivate Link: http://www.pd360.com/index.cfm?ContentId=4935

Search Options: "Who Says"
These are motivational videos highlighting places where schools and school systems are working.

Search Options: "Edivate"
These short training videos can be used as reminders about certain functionality in the system.

Support Contacts

Phone: 855-337-7500, 6:00 AM – 6:00 PM Mountain Standard Time
Email: support@schoolimprovement.com

BLUEPRINT for Success

SCHOOL IMPROVEMENT NETWORK

Of all the technology implementation projects* started in a given year, only...

38% are completed on time

59% deliver the expected results

75% of user's actually adopt the new system (if you're lucky)

However, at School Improvement Network, we are all about...

100%

of teachers effective
of students ready for college and career
of our partner schools successful

The **Blueprint for Success** training course prepares district and school administrators to be intentional about the implementation of Edivate in their districts and schools. The course is based upon principles from our Implementation Framework and empowers administrators to integrate Edivate into their professional development strategy and plans.

Edivate Features and Possibilities

Goals, Objectives, & Alignment Strategy

Three Month Action Plan

In this course, district and school administrators will:

- Develop a systematic approach to professional development
- Draft an action plan specific for their schools
- Discuss communication strategies that increase overall adoption and use

Make professional learning part of what you do, not one more thing to do.

1 Day Onsite Training
Limited to 15 Participants
Target Audience: Administrators
8:00 AM - 4:00 PM
Prerequisite: Edivate Essentials Course

For more information, or to schedule your training, please contact:

School Improvement Network
email: training@schoolimprovement.com
call toll-free: (844) 733-3344

*Dynamic Markets Limited. (2007). *IT projects: Experience certainty*. Abergavenny, UK.

BOOT CAMP

SCHOOL IMPROVEMENT NETWORK

When you're ready for your professional learning program to have maximum impact, Boot Camp is a great place to start.

Boot Camp helps you develop a comprehensive plan to get the most out of your professional learning program through intentional application of the School Improvement Network Strategic Planning Framework:


Professional Learning Vision


Product Possibilities


Goals, Monitoring, & Accountability


Dates & Deadlines


User Group Rollout Plans

Boot Camp is a facilitated and immersive experience that empowers school and district leaders to develop a vision-directed, comprehensive plan for professional learning. Leaders who attend, participate in strategic discussions and activities to determine how the Edivate platform will be used to support teacher growth and effectiveness.

This two-and-a-half day professionally-facilitated experience can be hosted at School Improvement Network's headquarters in Salt Lake City, or regionally near your district. Full preparation and participation results in a multi-year strategic plan that includes a detailed and actionable first-year roadmap.

Topics and activities:

Day One	Day Two	Day Three
• Professional learning: Understand your culture and messaging • Define professional learning vision and direction • Case study: Envision success • Explore Edivate features • M4: Map, Model, Motivate, Monitor	• Create a long-term strategy • Establish objectives for years one, two, and three • Develop year one roadmap • Case study: Whatever it takes • Differentiation and expectations of roles and responsibilities	• Engagement and incentive strategies • Accountability and data monitoring • Executing your plan—identify and mitigate roadblocks

2.5 Days
Participants: 4 minimum, 15 maximum
Audience: School and District Administrators
8:00 AM - 4:00 PM
Lunch provided each day

For more information, or to schedule your Boot Camp, please contact:
School Improvement Network
email: training@schoolimprovement.com
call toll-free: (844) 733-3344

Edivate™
THE NEW PD 360

School Leadership M4 Framework

The M4 Framework

The M4 Leadership Framework is a simple, easy-to-remember construct that you can use to facilitate effective professional development in your school through Edivate.

MAP MODEL MOTIVATE MONITOR

MAP

Create Focus Objective Folders

1. Click **Resources** > **More Resources** > **Admin**.
2. From the **Choose a tool...** list, click **On-Demand**.
3. From the **Choose a page...** list, click **Add/Edit Focus Objectives**.
4. Select your district/school from the context lists.
5. Click **Insert Folder**. A new folder called "Focus Objective Folder" displays in the folder hierarchy.
6. Click the new folder to select it.
7. In the **Folder Title** box, replace "Focus Objective Folder" with the name of your ***focus area***, ***objective***, or ***program***.
8. Type, or copy and paste, a ***web address*** where users can find more information about the focus area, objective, or program (optional).
9. Type a ***description of the focus objective*** in the **Popup Description** box.
10. Edit the display order to specify the order in which the folder displays.
11. Click **Save Changes**.

Add Content to Your Focus Objective Folder

1. On the Add/Edit Focus Objectives page, click to select your ***focus objective folder***.
2. Click **Add New Content**.
3. In the section on the right, do one of the following:
   - Click the **PD Content** tab, navigate to the content you want to add, and drag it to your focus objective folder.
   - Click the **Common Core Content** tab, navigate to the content you want to add, and drag it to your focus objective folder.
   - Click the **Search for Content** tab, type your search terms in the box, and click **Search**. Use the Advanced Video Filters to narrow your search results by presenter or edition. Navigate to the content you want to add and drag it to your focus objective folder.
4. Repeat steps 1 - 3 to add more content to your folder.

MODEL

Share Content with Other Users

1. Access the video segment you want to share.
2. Click **Share**.
3. On the **Share this Video** dialog, type a message to accompany your recommendation in the **Message** box.
4. Type the ***name of a user*** or ***a group to which you belong*** in the **Recipients** box.
5. In the search results, click the ***name of the user*** or ***group*** with whom you want to share the video.
6. Repeat steps 4 and 5 to add more recipients.
7. Click **Share**.

Collaborative Viewing
Create/Edit a List of Meeting Attendees

1. Click **Resources** > **More Resources** > **Admin**.
2. From the **Choose a tool...** list, click **On-Demand**.
3. From the **Choose a page...** list, click **Viewing List Creation**.
4. Do one of the following:
    - To create a new list, type a ***name*** for the list in the box and click **Create New list**.
    - To edit a list, click the ***name*** of the list among the previously-created collaborate viewing groups.
5. To add attendees to the list, click **+ (plus sign)** for each attendee on the master list of educators.

Award Viewing "Credit"

1. Click **Resources** > **More Resources** > **Admin**.
2. From the **Choose a tool...** list, click **On-Demand**.
3. From the **Choose a page...** list, click **Collaborative Viewing**.
4. Click the **calendar** icon and click the ***date*** you showed the video.
5. To require those who watched the video to answer the reflection and follow-up questions associated with the video, select the **Require reflection questions** check box.
6. Click the ***group*** to whom you are awarding credit from the **Collaborative Viewing Group Lists**.
7. Do one of the following:
    - Click the **PD 360 Videos** tab, navigate to and select the video segment you watched with the group.
    - Click the **CC 360 Videos** tab, navigate to and select the video segment you watched with the group.
    - Click the **Search** tab, type your search terms in the box, and click **Search Content**. navigate to and select the video segment you watched with the group.
8. Click **Apply Viewing Credit**.
9. Click **Yes** on the **Attention!** dialog box.

Motivate

Create a Group

1. On the Navigation bar, click **Groups**.
2. On the Groups page, click **create your own**.
3. Type a ***name*** and a ***description*** for your group in the corresponding boxes.
4. To add a **Group Logo**, click **Choose a file** and then browse to the location of your image file, select the file, and click **Open** (Windows) or **Choose** (Mac).
5. To add a **Cover Photo** for your group, click **Choose a file**, and then browse to the location of your photo, select the file, and click **Open** (Windows) or **Choose** (Mac).
6. Specify your group's privacy setting. Do one of the following:
    - Click **Public** to allow anyone in the system to join your group.
    - Click **Private** to approve membership yourself. To prevent your group from displaying in search results, select the **Hidden** check box.
7. Click **Create**.

Monitor

Generate Reports

1. Click **Resources** > **More Resources** > **Admin**.
2. From the **Choose a tool...** list, click **On-Demand**.
3. From the **Choose a page...** list, click **Reports Dashboard**.
4. Click the ***name of the report*** you want to generate in the table.
5. Below the table, click the **date range boxes** or the **calendar** icons and select the **date range** you want to include in the report.
6. Select the **file format** in which you want the report.
7. Click **Generate Report**.

Elementary STEM Endorsement

Website: http://stem.utah.gov/for-educators/elementary-stem-endorsement/

Contact: Sarah Young, sarahyoung@utah.gov

Context:

The legislature provided the STEM Action Center $1.5 million in funding allocated to support teachers participating in a newly developed Elementary STEM endorsement program, through the Utah State Office of Education. Awards have been made to Institutes of Higher Education (IHEs) and districts across the state who responded to a request for proposals to develop STEM endorsement programs at their institutions to be offered to teachers. Each award was $100,000 per year for 2 years to serve 250-350 teachers total in cohort 1. We will be assessing long term outcomes of participation in the endorsement program on the performance of the teacher's students on the SAGE state assessment beginning with data from the 2015-16 school year.

Coursework:

The outline of the six course frameworks for the Elementary STEM endorsement are available on a shared Google drive (goo.gl/z0mEeh).

Awards:

The Elementary STEM Endorsement Project awarded funds to seven Utah cohorts. Please see the details below regarding the cohort partners. If your district IS partnered with a university, you would want to follow up directly with those project contacts. If your district IS NOT partnered in an existing cohort, please contact the project leads with the institution closest to you to let them know you would be interested in learning about opportunities for the 20% of spaces available for charter and non-participating districts. Please note that these programs have application processes involved with participation with varied time frames for application and coursework.

University of Utah – partnered with Salt Lake City School District and Granite School District

THE UNIVERSITY OF UTAH

Contacts:

- Ken O'Brien Obrien@slcschools.org, Salt Lake City School District
- Megan Black: msblack@graniteschools.org, Granite School District
- Holly Godsey; godsey@utah.edu; University of Utah Center for Science and Mathematics Education

- Erin Moulding, erin.moulding@utah.edu, University of Utah Center for Science and Mathematics Education

Utah Valley University – partnered with Provo School District, Park City School District, and U.S. Synthetics Corporation

Contacts:

- Jared Ferguson, jaredf@provo.edu, Provo City School District
- Ron Twitchell ront@provo.edu, Provo City School District
- Kathleen Einhorn keinhorn@pcschools.us, Park City School District
- Mary Sowder sowder@uvu.edu, Utah Valley University

Weber State University – partnered with Davis School District and DaVinci Academy of Science and the Arts

Contacts:

- Chadley Anderson CHANDERSON@dsdmail.net, Davis School District
- Jennifer Claesgens jenniferclaesgens@weber.edu, Weber State University
- Adam Johnston ajohnston@weber.edu, Weber State University

Brigham Young University – partnered with Alpine District, Nebo School District, Wasatch School District, Mountainville Academy, and Lincoln Academy

Contacts:

- Ashley Russon arusson@alpinedistrict.org; Alpine School District
- Barry Graff barry_graff@byu.edu; Brigham Young University

Utah State University – partnered with Weber School District, Box Elder School District, Cache County School District, Grand County School District, Logan School District, Ogden School District, Uintah School District, and Emery School District

Contacts:

- Matthew Patterson mpatterson@wsd.net; Weber School District
- Max Longhurst longhurst@usu.edu; Utah State University
- Nicki Slaugh nslaugh@questac.org; Quest Academy Technology Charter School, Weber School District

Dixie State University – partnered with Washington County School District

Contacts:

- Rex Wilkey wilkey@washk12.org; Washington County School District
- Nancy Hauck Hauck@dixie.edu; Dixie State University

Southern Utah University – partnered with Jordan School District, Canyons School District, Iron School District, Garfield School District, Millard School District, Kane School District, George Washington Academy, Vista at Entrada School of Performing Arts and Technology, Valley Academy, and Gateway Preparatory Academy

SUU SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

Contacts:

- Edna LaMarca edna@sedck12.org; SEDC
- Bill Heyborne williamheyborne@suu.edu; Southern Utah University

Interagency Agreement
between
UTAH DEPARTMENT OF WORKFORCE SERVICES
and
GOVERNOR'S OFFICE OF ECONOMIC DEVELOPMENT
STEM ACTION CENTER

This Agreement is entered into by and between the **UTAH DEPARTMENT OF WORKFORCE SERVICES** (DWS) and the **GOVERNOR'S OFFICE OF ECONOMIC DEVELOPMENT, STEM ACTION CENTER** (STEM AC).

1. **Purpose**
   The purpose of this Agreement is to set forth the responsibilities of DWS and STEM AC related to a DWS employee who will coordinate the shared initiatives of STEM AC and DWS. DWS will provide one full-time employee and STEM AC will pay 50% of the employee's salary, benefits, and STEM related travel.

2. **Agreement Period**
   This Agreement shall be effective **July 1, 2015** through **June 30, 2016** with the option to renew for up to **four** additional one-year periods, should both parties agree. DWS may elect not to renew this Agreement based on funding and/or Contractor performance. This Agreement shall remain in effect unless terminated sooner in accordance with the terms and conditions herein.

3. **Payment**
   DWS shall be paid up to a maximum of $54,000.00 for costs authorized under this Agreement. All expenditures and activities must be in accordance with all Attachments herein and must occur within the Agreement period. Funding may not be used for purposes contrary to applicable federal, state, and local laws.

4. **Attachments**
   Attachment A – Scope of Work

5. **Ratification Statement**
   It is understood and agreed that the effective date of this Agreement is the date of commencement of services, as provided in paragraph #2, "Agreement Period." Any and all appropriate costs within the scope of work as set forth herein that are deemed allowable under this Agreement and incurred between said effective date and the date on which this Agreement is fully executed, are hereby approved and ratified for payment.

6. **Renegotiation or Modification**
   This Agreement may be amended, modified, or supplemented only by written amendment to the Agreement, executed by the same persons or by persons holding similar positions as the persons who signed the original agreement, and attached to the original signed copy of the Agreement.

7. **Termination**
This Agreement may be terminated, with or without cause, in advance of the specified expiration date, by either party, upon thirty (30) days prior written notice being given the other party, specifying the effective date of said termination. Upon termination of this Agreement, all accounts and payments will be processed according to the financial arrangements set forth herein for approved services rendered to date of termination.

8. **Indemnity**

Both parties to this agreement are governmental entities as defined in the Utah Governmental Immunity Act (Utah Code Ann. 63G-7-101 et. seq.). Nothing in this Contract shall be construed as a waiver by either or both parties of any rights, limits, protections or defenses provided by the Act. Nor shall this Contract be construed, with respect to third parties, as a waiver of any governmental immunity to which a party to this Contract is otherwise entitled. Subject to and consistent with the Act, each party will be responsible for its own actions or negligence and will defend against any claims or lawsuit brought against it. There are no indemnity obligations between these parties.

9. **Severability Clause**
A declaration by any court, or other binding legal source, that any provision of this Agreement is illegal and void shall not affect the legality and enforceability of any other provisions of this agreement, unless said provisions are mutually dependent.

10. **Contacts**

DWS
Melisa Stark
Program Manager
140 E 300 S
Salt Lake City, UT 84111
801-628-4051
mstark@utah.gov

STEM Action Center
Sue Redington
Program Director
60 E South Temple, 3rd Floor
Salt Lake City, UT 84111
801-538-8697
sredington@utah.gov

In witness whereof, the parties sign and cause this agreement to be executed.

APPROVED FOR STEM AC:

STEM AC Signature — Date: 7/27/2015

Tamera Goetz, Exec. Dir
Print Name & Title

APPROVED FOR DWS:

John Pierpont, Executive Director
Utah Department of Workforce Services — Date: 8/5/15

Attachment A
Scope of Work

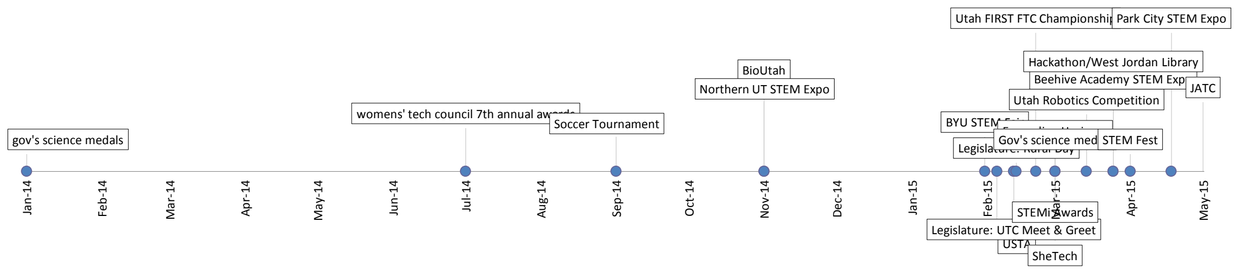
1. **Governor's Office of Economic Development, STEM Action Center Responsibilities**
    a. Pay DWS an amount equal to 50% of the STEM Specialist's salary and benefits, and STEM related travel expenses via ITA, as a quarterly pro-rated amount.
    b. Provide office/cubicle space for the STEM Specialist and cover all costs associated with said space including network internet access.
    c. Provide parking access and related expenses.
    d. Coordinate duties and provide feedback for performance evaluations.
2. **Department of Workforce Services Responsibilities**
    a. Provide one DWS employee to be the STEM Specialist, and all related employment costs.
    b. Provide office/cubicle space for the STEM Specialist and cover all costs associated with said space.
    c. Provide access to state fleet vehicles.
    d. Cover costs of DWS related travel expenses.
    e. Provide ongoing direct supervision of the STEM Specialist.
    f. Coordinate duties and solicit feedback for performance evaluations.
3. **STEM Specialist Responsibilities**
    a. Act as the key liaison with the Utah STEM Action Center (STEM AC) and Utah Department of Workforce Services (DWS) in developing, implementing and maintaining STEM workforce alignment activities across the State.
        i. Ensure STEM program goals and objectives that are related to workforce alignment are connected with DWS and STEM AC goals and priorities.
        ii. Represent STEM AC and DWS on projects, partnerships and committees as assigned.
        iii. Plan and facilitate STEM related meetings, conferences, expos, career days and vendor fairs.
        iv. Interpret, clarify, and ensure compliance with DWS, STEM AC and GOED policies and procedures, business practices, federal or state laws and regulations.
    b. Function as a liaison for STEM related activities with other DWS divisions, State Workforce Development Board (SWDB), Industry Partners and other state agencies, such as the Utah System of Higher Education (USHE) and the Utah State Office of Education (USOE).
        i. Coordinate and communicate STEM workforce alignment strategy, resources and tools with WDD, DWS Local Economic Service Area Directors and staff.
    c. Collaborate with the STEM AC, DWS and other STEM stakeholders in developing, implementing, and maintaining grant coordination.
    d. Partner with the STEM AC in accessing data and connecting programs to workforce-related activities.

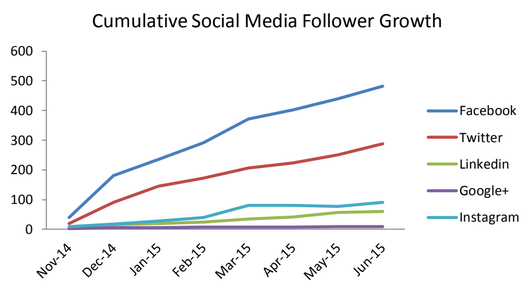
e. Identify and coordinate resources supporting STEM education and workforce alignment.
f. Facilitate STEM opportunities that link students and teachers to industry partners.
g. Other duties as assigned.

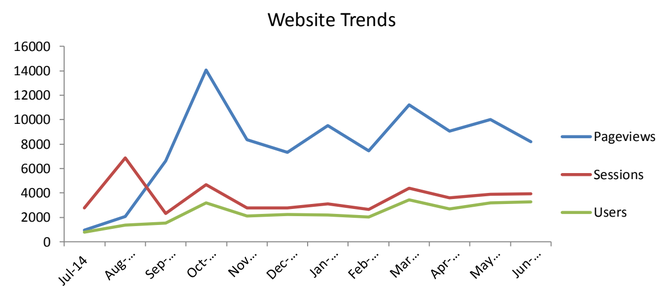
4. **Objectives**
    a. A comprehensive strategy of workforce and economic alignment activities to support the growth of STEM Jobs.
        i. Development of Strategic Plan for STEM AC.
        ii. Development of STEM workforce alignment strategy for DWS.
        iii. A comprehensive mapping of STEM resources in the state.
    b. Connection of STEM strategies with training and development for underemployed to include IGP families and targeted populations.
    c. Coordination of STEM workforce alignment activities in the State of Utah among STEM stakeholders and within DWS.
        i. Grant proposal submissions.
        ii. Additional leveraged partnerships to reduce duplication of efforts.
        iii. Greater linkage between STEM education (supply) and industry (demand) partners.
        iv. STEM Career Pathways developed for DWS customers and included in Utah Futures.
    d. Alignment of pathways developed with WIOA, UCAP, STEM Action Center grant awards and any other STEM legislatively funded projects.
5. **Expected Outcomes:**
    a. Comprehensive map of STEM Education Programs and Resources developed.
        i. STEM Program/Resource gaps identified.
        ii. Strategy to address gaps developed.
        iii. STEM Occupations and pathways communicated to DWS line staff and other stakeholders.
    b. Baseline determined and strategies developed to increase the number of DWS funded individuals entering into STEM related training programs, STEM related jobs and wages earned.
    c. New STEM partnerships formed.
    d. Coordinated grant proposals submitted.
    e. Outcome targets for year two recommended.

Fairs, Camps and Competitions | Professional Development | CTE | Math | **Marketing**

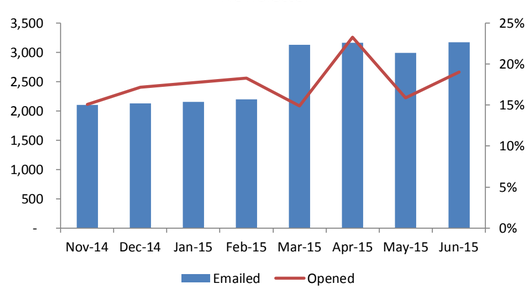
FY2015 Marketing and Communication Summary







Newsletter



Sponsorships

Date	Participat	Event typ	Event
Jan-14	200	Sponsored	gov's science medals
Jul-14	500	Sponsored	womens' tech council 7th annual award
Sep-14	150	Sponsored	Soccer Tournament
Nov-14	350	Sponsored	BioUtah
Nov-14	500	Sponsored	Northern UT STEM Expo
Jan-15	500	Sponsored	BYU STEM Fair
Feb-15	600	Sponsored	USTA
Feb-15	100	Sponsored	Legislature: UTC Meet & Greet
Feb-15	50	Sponsored	Legislature: Rural Day
Feb-15	500	Sponsored	Utah FIRST FTC Championship
Mar-15	1000	Sponsored	Expanding Horizons
Mar-15	900	Exhibited	SheTech
Mar-15	200	Exhibited	Gov's science medals
Mar-15	400	Exhibited	STEMi Awards
Mar-15	1500	Exhibited	Utah Robotics Competition
Mar-15	1000	Exhibited	Beehive Academy STEM Expo
Mar-15	300	Exhibited	Hackathon/West Jordan Library
Apr-15	18500	Exhibited	STEM Fest
Apr-15	300	Exhibited	Park City STEM Expo
15-May	200	Sponsored	JATC
15-Jun	650	Sponsored	UAPCS

Date	Milestone	Height	Dummy	Milestone
Jan-14	gov's scie	1	0	gov's science medals
Jul-14	womens'	2.5	0	womens' tech council 7th annual awards
Sep-14	Soccer To	2	0	Soccer Tournament
Nov-14	BioUtah	5	0	BioUtah
Nov-14	Northern	4	0	Northern UT STEM Expo
Jan-15	BYU STEM	2	0	BYU STEM Fair
Feb-15	USTA	-3.3	0	USTA
Feb-15	Legislatur	-2.5	0	Legislature: UTC Meet & Greet
Feb-15	Legislatur	0.5	0	Legislature: Rural Day
Feb-15	Utah FIRS	8	0	Utah FIRST FTC Championship
Mar-15	Expandin	1.5	0	Expanding Horizons
Mar-15	SheTech	-4	0	SheTech
Mar-15	Gov's scie	1	0	Gov's science medals
Mar-15	STEMi Aw	-1.5	0	STEMi Awards
Mar-15	Utah Rob	3.3	0	Utah Robotics Competition
Mar-15	Beehive A	4.5	0	Beehive Academy STEM Expo
Mar-15	Hackatho	5.5	0	Hackathon/West Jordan Library
Apr-15	STEM Fes	1	0	STEM Fest
Apr-15	Park City	8	0	Park City STEM Expo
May-15	JATC	4		JATC
Jun-15	UAPCS	6		UAPCS

Followers

Increase

Social Fol	Facebook	Twitter	Linkedin	Google+	Instagram
Nov-14	40	20	3	3	9
Dec-14	140	71	12	3	8
Jan-15	56	54	4	0	10
Feb-15	55	28	5	2	13
Mar-15	80	33	11	0	41
Apr-15	31	18	6	0	0
May-15	402	224	41	8	81
Jun-15	42	37	4	0	13

	Facebook	Twitter	Linkedin	Google+	Instagram
	40	20	3	3	9
	180	91	15	6	17
	236	145	19	6	27
	291	173	24	8	40
	371	206	35	8	81
	402	224	41	8	81
	440.00	251	56	9	77
	482	288	60	9	90

	Facebook	Twitter	Linkedin	Google+	Instagram
Nov-14	0%	0%	0%	0%	0%
Dec-14	250%	255%	300%	0%	-11%
Jan-15	40%	170%	33%	-100%	11%
Feb-15	38%	40%	67%	-33%	44%
Mar-15	100%	65%	267%	-100%	356%
Apr-15	-23%	-10%	100%	-100%	-100%

Website

	Pageview	Sessions	Users
Jul-14	955	2784	790
Aug-14	2085	6851	1368
Sep-14	6629	2318	1519
Oct-14	14062	4663	3181
Nov-14	8349	2755	2126
Dec-14	7321	2763	2249
Jan-15	9516	3122	2213
Feb-15	7467	2672	2019
Mar-15	11197	4383	3444
Apr-15	9054	3593	2686
May-15	10025	3904	3206
Jun-15	8203	3922	3264
	76635	35904	21595

Newsletter

Month:	Emailed	Opened	Signups
Nov-14	2,100	15%	70
Dec-14	2,129	17%	76
Jan-15	2,158	18%	76
Feb-15	2,194	18%	43
Mar-15	3,125	15%	97
Apr-15	3,163	23%	43
May-15	2,994	16%	64
Jun-15	3,172	19%	52