

GRANTS FOR EDUCATOR PROFESSIONAL LEARNING

2016 GENERAL SESSION

STATE OF UTAH

LONG TITLE**General Description:**

This bill requires the State Board of Education to establish a professional learning grant program.

Highlighted Provisions:

This bill:

- ▶ defines terms;
- ▶ requires the State Board of Education to make rules to establish a professional learning grant program;
- ▶ provides requirements for the professional learning grant program; and
- ▶ makes technical changes.

Money Appropriated in this Bill:

This bill appropriates in fiscal year 2017:

- ▶ to State Board of Education -- Minimum School Program -- Related to Basic School Program as an ongoing appropriation:
 - from the Education Fund, \$30,000,000.

Other Special Clauses:

This bill provides a special effective date.

Utah Code Sections Affected:**AMENDS:**

53A-1-710, as enacted by Laws of Utah 2015, Chapter 446

53A-17a-162, as last amended by Laws of Utah 2015, Chapter 12

ENACTS:

53A-15-1701, Utah Code Annotated 1953

53A-15-1702, Utah Code Annotated 1953

53A-15-1704, Utah Code Annotated 1953

RENUMBERS AND AMENDS:

53A-15-1703, (Renumbered from 53A-3-701, as last amended by Laws of Utah 2015,

33 Chapter 415)

34 REPEALS:

35 **53A-17a-124**, as last amended by Laws of Utah 2014, Chapter 346

36

37 *Be it enacted by the Legislature of the state of Utah:*

38 Section 1. Section **53A-1-710** is amended to read:

39 **53A-1-710. Digital teaching and learning program task force -- Funding proposal**
40 **for a program -- Master plan -- Reporting requirements.**

41 (1) As used in this section:

42 (a) "Board" means the State Board of Education.

43 (b) "Core subject areas" means the following subject areas:

44 (i) English language arts;

45 (ii) mathematics;

46 (iii) science; and

47 (iv) social studies.

48 (c) "[~~High-quality~~] Effective professional learning" means the professional learning
49 standards described in Section [~~53A-3-701~~] 53A-15-1703.

50 (d) "LEA plan" means an LEA's plan to implement a digital teaching and learning
51 program that meets requirements set by the board.

52 (e) "Local education agency" or "LEA" means:

53 (i) a school district;

54 (ii) a charter school; or

55 (iii) the Utah Schools for the Deaf and the Blind.

56 (f) "Statewide assessment" means a test of student achievement in English language
57 arts, mathematics, or science, including a test administered in a computer adaptive format,
58 which is administered statewide under Part 6, Achievement Tests.

59 (g) "Utah Education and Telehealth Network" or "UETN" means the Utah Education
60 and Telehealth Network created in Section 53B-17-105.

61 (2) (a) The board shall establish a digital teaching and learning task force to develop a
62 funding proposal to present to the Legislature for digital teaching and learning in elementary
63 and secondary schools.

64 (b) The digital teaching and learning task force shall include representatives of:

65 (i) the board;

66 (ii) UETN;

67 (iii) LEAs; and

68 (iv) the Governor's Education Excellence Commission.

69 (3) (a) The board, in consultation with the digital teaching and learning task force
70 created in Subsection (2), shall create a funding proposal for a statewide digital teaching and
71 learning program designed to:

72 (i) improve student outcomes through the use of digital teaching and learning
73 technology; and

74 (ii) provide [~~high quality~~] effective professional learning for educators to improve
75 student outcomes through the use of digital teaching and learning technology.

76 (b) The board shall:

77 (i) identify outcome based metrics to measure student achievement related to a digital
78 teaching and learning program; and

79 (ii) develop minimum benchmark standards for student achievement and school level
80 outcomes to measure successful implementation of a digital teaching and learning program.

81 (4) As funding allows, the board shall develop a master plan for a statewide digital
82 teaching and learning program, including the following:

83 (a) a statement of purpose that describes the objectives or goals the board will
84 accomplish by implementing a digital teaching and learning program;

85 (b) a forecast for fundamental components needed to implement a digital teaching and
86 learning program, including a forecast for:

87 (i) student and teacher devices;

88 (ii) Wi-Fi and wireless compatible technology;

89 (iii) curriculum software;

90 (iv) assessment solutions;

91 (v) technical support;

92 (vi) change management of LEAs;

93 (vii) [~~high quality~~] effective professional learning;

94 (viii) Internet delivery and capacity; and

- 95 (ix) security and privacy of users;
- 96 (c) a determination of the requirements for:
- 97 (i) statewide technology infrastructure; and
- 98 (ii) local LEA technology infrastructure;
- 99 (d) standards for ~~high quality~~ effective professional learning related to implementing
- 100 and maintaining a digital teaching and learning program;
- 101 (e) a statewide technical support plan that will guide the implementation and
- 102 maintenance of a digital teaching and learning program, including standards and competency
- 103 requirements for technical support personnel;
- 104 (f) (i) a grant program for LEAs; or
- 105 (ii) a distribution formula to fund LEA digital teaching and learning programs;
- 106 (g) in consultation with UETN, an inventory of the state public education system's
- 107 current technology resources and other items and a plan to integrate those resources into a
- 108 digital teaching and learning program;
- 109 (h) an ongoing evaluation process that is overseen by the board;
- 110 (i) proposed rules that incorporate the principles of the master plan into the state's
- 111 public education system as a whole; and
- 112 (j) a plan to ensure long-term sustainability that:
- 113 (i) accounts for the financial impacts of a digital teaching and learning program; and
- 114 (ii) facilitates the redirection of LEA savings that arise from implementing a digital
- 115 teaching and learning program.
- 116 (5) UETN shall:
- 117 (a) in consultation with the board, conduct an inventory of the state public education
- 118 system's current technology resources and other items as determined by UETN, including
- 119 software;
- 120 (b) perform an engineering study to determine the technology infrastructure needs of
- 121 the public education system to implement a digital teaching and learning program, including
- 122 the infrastructure needed for the board, UETN, and LEAs; and
- 123 (c) as funding allows, provide infrastructure and technology support for school districts
- 124 and charter schools.
- 125 (6) On or before December 1, 2015, the board and UETN shall present the funding

126 proposal for a statewide digital teaching and learning program described in Subsection (3) to
 127 the Education Interim Committee and the Executive Appropriations Committee, including:

128 (a) the board's progress on the development of a master plan described in Subsection
 129 (4); and

130 (b) the progress of UETN on the inventory and study described in Subsection (5).

131 Section 2. Section **53A-15-1701** is enacted to read:

132 **Part 17. Educator Professional Learning**

133 **53A-15-1701. Title.**

134 This part is known as "Educator Professional Learning."

135 Section 3. Section **53A-15-1702** is enacted to read:

136 **53A-15-1702. Definitions.**

137 As used in this part:

138 (1) "Board" means the State Board of Education established in Section 53A-1-101.

139 (2) "Local education agency" or "LEA" means:

140 (a) a school district;

141 (b) a charter school; or

142 (c) the Utah Schools for the Deaf and the Blind.

143 (3) "Professional learning" means a comprehensive, sustained, and evidence-based
 144 approach to improving teachers' and principals' effectiveness in raising student achievement.

145 Section 4. Section **53A-15-1703**, which is renumbered from Section 53A-3-701 is
 146 renumbered and amended to read:

147 ~~[53A-3-701].~~ **53A-15-1703. Professional learning standards.**

148 ~~[(1) As used in this section, "professional learning" means a comprehensive, sustained,~~
 149 ~~and evidence-based approach to improving teachers' and principals' effectiveness in raising~~
 150 ~~student achievement.]~~

151 ~~[(2)]~~ (1) A school district or charter school shall implement ~~[high quality]~~ effective
 152 professional learning that meets the following standards:

153 (a) professional learning occurs within learning communities committed to continuous
 154 improvement, individual and collective responsibility, and goal alignment;

155 (b) professional learning requires skillful leaders who develop capacity, advocate, and
 156 create support systems, for professional learning;

- 157 (c) professional learning requires prioritizing, monitoring, and coordinating resources
158 for educator learning;
- 159 (d) professional learning uses a variety of sources and types of student, educator, and
160 system data to plan, assess, and evaluate professional learning;
- 161 (e) professional learning integrates theories, research, and models of human learning to
162 achieve its intended outcomes;
- 163 (f) professional learning applies research on change and sustains support for
164 implementation of professional learning for long-term change;
- 165 (g) professional learning aligns its outcomes with:
- 166 (i) performance standards for teachers and school administrators as described in rules
167 of the ~~[State Board of Education]~~ board; and
- 168 (ii) performance standards for students as described in the core standards for Utah
169 public schools adopted by the ~~[State Board of Education]~~ board pursuant to Section
170 53A-1-402.6; and
- 171 (h) professional learning:
- 172 (i) incorporates the use of technology in the design, implementation, and evaluation of
173 ~~[high-quality]~~ effective professional learning practices; and
- 174 (ii) includes targeted professional learning on the use of technology devices to enhance
175 the teaching and learning environment and the integration of technology in content delivery.
- 176 ~~[(3)]~~ (2) School districts and charter schools shall use money appropriated by the
177 Legislature for professional learning or federal grant money awarded for professional learning
178 to implement professional learning that meets the standards specified in Subsection ~~[(2)]~~ (1).
- 179 ~~[(4)]~~ (3) (a) In the fall of 2014, the ~~[State Board of Education]~~ board, through the state
180 superintendent of public instruction, and in collaboration with an independent consultant
181 acquired through a competitive bid process, shall conduct a statewide survey of school districts
182 and charter schools to:
- 183 (i) determine the current state of professional learning for educators as aligned with the
184 standards specified in Subsection ~~[(2)]~~ (1);
- 185 (ii) determine the effectiveness of current professional learning practices; and
- 186 (iii) identify resources to implement professional learning as described in Subsection
187 ~~[(2)]~~ (1).

188 (b) The [~~State Board of Education~~] board shall select a consultant from bidders who
189 have demonstrated successful experience in conducting a statewide analysis of professional
190 learning.

191 (c) (i) Annually in the fall, beginning in 2015 through 2020, the [~~State Board of~~
192 ~~Education~~] board, through the state superintendent of public instruction, in conjunction with
193 school districts and charter schools, shall gather and use data to determine the impact of
194 professional learning efforts and resources.

195 (ii) Data used to determine the impact of professional learning efforts and resources
196 under Subsection [~~(4)~~] (3)(c)(i) shall include:

197 (A) student achievement data;

198 (B) educator evaluation data; and

199 (C) survey data.

200 Section 5. Section **53A-15-1704** is enacted to read:

201 **53A-15-1704. Professional learning grant program.**

202 (1) In accordance with this section and Title 63G, Chapter 3, Utah Administrative
203 Rulemaking Act, the board shall make rules to establish a qualifying professional learning
204 grant program.

205 (2) To request a professional learning grant, an LEA shall prepare a professional
206 learning plan that:

207 (a) outlines the LEA's professional learning goals and demonstrates how the LEA will
208 support the goals over time through:

209 (i) the use of a learning community described in Section 53A-15-1703; and

210 (ii) other methods;

211 (b) describes the LEA's targeted outcomes, based on the LEA's:

212 (i) analysis of student data; and

213 (ii) evaluation of educator knowledge and skills;

214 (c) integrates the professional learning standards described in Section 53A-15-1703;

215 (d) includes an evaluation method to optimize effectiveness that:

216 (i) measures student growth; and

217 (ii) requires observation of educator practice;

218 (e) is developed in collaboration with teachers, principals, and other educators; and

219 (f) incorporates a strategy for compensation, where appropriate, of professional
220 learning participants.

221 (3) An LEA shall submit a professional learning plan described in Subsection (2) to the
222 board on or before July 1 immediately preceding the school year for which the LEA is seeking
223 funding.

224 (4) In accordance with Subsection (5), the board shall determine:

225 (a) procedures for approving an LEA professional learning plan;

226 (b) qualifying criteria for an LEA to receive a grant; and

227 (c) a distribution formula to award a grant that funds an LEA's approved professional
228 learning plan.

229 (5) The board shall award a grant to fund an LEA learning plan if the plan meets the
230 qualifying criteria described in Subsection (4)(b) and prioritizes the following objectives, as
231 applicable, based on student data:

232 (a) improved mathematics instruction, particularly for grades 4 through 8;

233 (b) reading intervention for secondary students;

234 (c) improved data collection and analysis;

235 (d) providing quality feedback on educator instruction;

236 (e) multi-tiered systems of support for a student who:

237 (i) is learning English;

238 (ii) needs accommodations as described in an individualized education program

239 prepared in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. Sec.

240 1400 et seq.; or

241 (iii) requires accelerated learning strategies; and

242 (f) use of a learning community that:

243 (i) collaborates to focus on student learning;

244 (ii) identifies and prioritizes essential skills within curriculum;

245 (iii) improves formative assessment data analysis and reporting;

246 (iv) provides targeted interventions and timely extension opportunities; and

247 (v) supports school leaders to provide quality feedback on:

248 (A) classroom instruction;

249 (B) student learning; and

- 250 (C) learning community performance.
- 251 (6) On or before June 1 of the school year for which an LEA received a grant described
252 in this section, the LEA shall submit a report to the board that provides student and educator
253 data analyzed to show the effectiveness of the LEA's professional learning plan.
- 254 (7) On or before December 1 of each year, the board shall report to the Education
255 Interim Committee regarding:
- 256 (a) the results of the professional learning grant program, based on:
- 257 (i) student achievement data;
- 258 (ii) educator evaluation data; and
- 259 (iii) survey data; and
- 260 (b) statewide improvement in professional learning practices based on the professional
261 learning standards described in Section 53A-15-1703.
- 262 Section 6. Section **53A-17a-162** is amended to read:
- 263 **53A-17a-162. Beverley Taylor Sorenson Elementary Arts Learning Program.**
- 264 (1) As used in this section:
- 265 (a) "Endowed chair" means a person who holds an endowed position or administrator
266 of an endowed program for the purpose of arts and integrated arts instruction at an endowed
267 university.
- 268 (b) "Endowed university" means an institution of higher education in the state that:
- 269 (i) awards elementary education degrees in arts instruction;
- 270 (ii) has received a major philanthropic donation for the purpose of arts and integrated
271 arts instruction; and
- 272 (iii) has created an endowed position as a result of a donation described in Subsection
273 (1)(b)(ii).
- 274 (c) "Integrated arts advocate" means a person who:
- 275 (i) advocates for arts and integrated arts instruction in the state; and
- 276 (ii) coordinates with an endowed chair pursuant to the agreement creating the endowed
277 chair.
- 278 (d) "Local education agency" or "LEA" means:
- 279 (i) a school district;
- 280 (ii) a charter school; or

281 (iii) the Utah Schools for the Deaf and the Blind.

282 (2) The Legislature finds that a strategic placement of arts in elementary education can
283 impact the critical thinking of students in other core subject areas, including mathematics,
284 reading, and science.

285 (3) The Beverley Taylor Sorenson Elementary Arts Learning Program is created to
286 enhance the social, emotional, academic, and arts learning of students in kindergarten through
287 grade six by integrating arts teaching and learning into core subject areas and providing
288 professional development for positions that support elementary arts and integrated arts
289 education.

290 (4) From money appropriated for the Beverley Taylor Sorenson Elementary Arts
291 Learning Program, and subject to Subsection (5), the State Board of Education shall, after
292 consulting with endowed chairs and the integrated arts advocate and receiving their
293 recommendations, administer a grant program to enable LEAs to:

294 (a) hire highly qualified arts specialists, art coordinators, and other positions that
295 support arts education and arts integration;

296 (b) provide up to \$10,000 in one-time funds for each new school arts specialist
297 described under Subsection (4)(a) to purchase supplies and equipment; and

298 (c) engage in other activities that improve the quantity and quality of integrated arts
299 education.

300 (5) (a) An LEA that receives a grant under Subsection (4) shall provide matching funds
301 of no less than 20% of the grant amount, including no less than 20% of the grant amount for
302 actual salary and benefit costs per full-time equivalent position funded under Subsection (4)(a).

303 (b) An LEA may not:

304 (i) include administrative, facility, or capital costs to provide the matching funds
305 required under Subsection (5)(a); or

306 (ii) use funds from the Beverley Taylor Sorenson Elementary Arts Learning Program to
307 supplant funds for existing programs.

308 (6) An LEA that receives a grant under this section shall partner with an endowed chair
309 to provide professional development in integrated elementary arts education.

310 (7) From money appropriated for the Beverley Taylor Sorenson Elementary Arts
311 Learning Program, the State Board of Education shall administer a grant program to fund

312 activities within arts and the integrated arts programs at an endowed university in the college
 313 where the endowed chair resides to:

314 (a) provide [~~high-quality~~] effective professional development in elementary integrated
 315 arts education in accordance with the professional learning standards in Section [~~53A-3-701~~]
 316 53A-15-1703 to LEAs that receive a grant under Subsection (4);

317 (b) design and conduct research on:

318 (i) elementary integrated arts education and instruction;

319 (ii) implementation and evaluation of the Beverley Taylor Sorenson Elementary Arts
 320 Learning Program; and

321 (iii) effectiveness of the professional development under Subsection (7)(a); and

322 (c) provide the public with integrated elementary arts education resources.

323 (8) The State Board of Education shall:

324 (a) make rules in accordance with Title 63G, Chapter 3, Utah Administrative
 325 Rulemaking Act, to administer the Beverley Taylor Sorenson Elementary Arts Learning
 326 Program; and

327 (b) after consultation with endowed chairs and the integrated arts advocate, submit an
 328 annual written report to the Education Interim Committee describing the program's impact on
 329 students in kindergarten through grade six.

330 Section 7. **Repealer.**

331 This bill repeals:

332 Section **53A-17a-124, Quality Teaching Block Grant Program -- State**
 333 **contributions.**

334 Section 8. **Appropriation.**

335 Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures Act, for
 336 the fiscal year beginning July 1, 2016, and ending June 30, 2017, the following sums of money
 337 are appropriated from resources not otherwise appropriated, or reduced from amounts
 338 previously appropriated, out of the funds or accounts indicated. These sums of money are in
 339 addition to any amounts previously appropriated for fiscal year 2017.

340 To State Board of Education Minimum School Program -- Related to

341 Basic School Program

342 From Education Fund

\$30,000,000

343 Schedule of Programs:

344 Professional Learning Grant Program \$30,000,000

345 The Legislature intends that the State Board of Education use the appropriation for the
346 professional learning grant program described in Section 53A-15-1704.

347 Section 9. **Effective date.**

348 (1) Except as provided in Subsection (2), this bill takes effect on May 10, 2016.

349 (2) Uncodified Section 8, Appropriation, takes effect on July 1, 2016.