

Effective 1/24/2018

**Part 3
Licensed Employee Requirements**

53G-11-301 Definitions.

As used in this part, "educator" means the same as that term is defined in Section 53E-6-102.

Amended by Chapter 293, 2019 General Session

53G-11-302 Contracts with teachers.

A school district may not enter into contracts with teachers that would prevent the school district from paying differential salaries or putting limitations on an individual salary paid in order to fill a shortage in specific teaching areas.

Renumbered and Amended by Chapter 3, 2018 General Session

53G-11-303 Professional learning standards.

(1) As used in this section:

- (a) "Evidence-based" means that a strategy, not including reading software, demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on:
 - (i) strong evidence from at least one well-designed and well-implemented experimental study, as the state board further defines; or
 - (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study, as the state board further defines.
- (b) "Evidence-informed" means that a strategy:
 - (i) is developed using high-quality research outside of a controlled setting in the given field, as the state board further defines; and
 - (ii) includes strategies and activities with a strong scientific basis for use, as the state board further defines.
- (c) "Professional learning" means a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.

(2) A school district or charter school shall implement high quality professional learning that meets the following standards:

- (a) professional learning occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment;
- (b) professional learning requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning;
- (c) professional learning requires prioritizing, monitoring, and coordinating resources for educator learning;
- (d) professional learning uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
- (e) professional learning integrates theories, research, and models of human learning to achieve its intended outcomes;
- (f) professional learning applies research on change and sustains support for implementation of professional learning for long-term change;
- (g) professional learning aligns its outcomes with:

- (i) performance standards for teachers and school administrators as described in rules of the state board; and
- (ii) performance standards for students as described in the core standards for Utah public schools adopted by the state board pursuant to Section 53E-4-202;
- (h) professional learning:
 - (i) incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and
 - (ii) includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery; and
- (i) professional learning uses evidence-informed core materials and evidence-based instructional practices and intervention materials.
- (3) School districts and charter schools shall use money appropriated by the Legislature for professional learning or federal grant money awarded for professional learning to implement professional learning that meets the standards specified in Subsection (2).
- (4) The state board, ULEAD, as that term is defined in Section 53E-10-701, and the Center for the School of the Future, established in Section 53B-18-801, shall jointly, in collaboration with an independent university-based research center, develop and maintain a repository of evidence-based practice and evidence-informed intervention materials to support school districts and charter schools in meeting the standards described in Subsection (2).

Amended by Chapter 20, 2023 General Session

53G-11-304 Educator exit survey -- Rulemaking -- Local education agencies to create and administer exit surveys -- Reporting.

- (1) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules that establish:
 - (a) minimum standards for an exit survey described in Subsection (2), including a model exit survey; and
 - (b) LEA exit survey reporting requirements.
- (2) An LEA shall, in accordance with the rules described in Subsection (1):
 - (a) for an educator who is leaving employment at the LEA:
 - (i) create an exit survey; and
 - (ii) make the LEA's best effort to administer the exit survey to the educator before the educator leaves employment at the LEA; and
 - (b) report the results of an administered exit survey to the state board.
- (3) The state board shall:
 - (a) before taking final action on the rules described in Subsection (1), report the proposed rules to the Education Interim Committee and consider recommendations from the committee regarding the proposed rules; and
 - (b) on or before November 30, 2020, and as requested by the Education Interim Committee, report to the committee on the results described in Subsection (2)(b).

Amended by Chapter 408, 2020 General Session

53G-11-305 Professional learning in change management.

- (1) The state board shall provide the individuals described in Subsection (2) with professional learning regarding change management.

- (2) Each elementary principal and a principal supervisor, member of LEA leadership, and LEA literacy specialist shall complete the professional learning described in Subsection (1) before July 1, 2027.
- (3) The state board may make rules, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to establish a process for the delivery and completion of the professional learning described in this section.

Enacted by Chapter 285, 2022 General Session