Educator Induction, Mentoring, and Professional Learning

Educator Induction Program

The District and each school shall develop and implement an educator induction program for educators who are licensed as associate educators, licensed as professional educators and have less than three (3) years of experience teaching, and licensed under District-specific licensure during the first three (3) years of working in the District. The induction program shall provide for:

1. A plan for ongoing support and development of an educator, which may include reflective

   goal setting, implementation of action steps, and evaluation of outcomes that lead to refinement in instructional practice;

2. Assistance in meeting the Utah Effective Educator Standards;

3. Mentoring, including observation and feedback beginning early in the program;

4. Evaluation consistent with Policy DG, including observation and feedback from the

   principal; and

5. For associate educators, support in meeting the requirements for a professional educator

   license.

Utah Admin. Rules R277-308-3 (April 9, 2024)

Mentoring for Provisional Educators

The principal or immediate supervisor of a provisional educator shall assign a mentor for the provisional educator. Mentors serving educators in the District's educator induction program must have received or will receive training in mentoring educators. Where possible, the mentor shall be a career educator with at least three years of experience and performing substantially the same duties as the provisional educator. The mentor shall assist the provisional educator to become effective and competent in the teaching profession and school system, including the Utah Effective Educator Standards. A mentor may not act as the evaluator of an educator the mentor is assigned to serve. An educator serving as a mentor may receive compensation for mentoring services in addition to the educator's regular salary.

Utah Code § 53G-11-509 (2024); Utah Code § 53G-11-520(13) (2024)

Learning Opportunities for Professional Educators

Each year, each District employee holding a professional educator license shall be provided professional learning opportunities which, upon completion, would enable the employee to complete the equivalent of twenty (20) license renewal hours, including trainings required by state law or State Board of Education rule. The District shall maintain documentation of these professional learning activities or shall provide the documentation to the employee. If an employee does not participate in these activities, the District shall notify the employee and the State Superintendent that the employee is not eligible to use the simplified license renewal provisions provided by State Board rule.

Utah Admin. Rules R277-302-6 (May 8, 2024)

Professional Learning Standards

Professional learning means a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement. Professional development plans shall implement high quality professional learning that:

1. Occurs within learning communities committed to continuous improvement, individual and

collective responsibility, and goal alignment;

2. Requires skillful leaders who develop capacity, advocate for professional learning, and

create support systems for professional learning;

3. Requires prioritizing, monitoring, and coordinating resources for educator learning;

4. Uses a variety of sources and types of student, educator, and system data to plan, assess,

and evaluate professional learning;

5. Integrates theories, research, and models of human learning to achieve its intended

outcomes;

6. Applies research on change and sustains support for implementation of professional

learning for long-term change;

7. Aligns outcomes with State Board performance standards for teachers and school

administrators and with the core standards for Utah public schools;

8. Incorporates technology in the design, implementation, and evaluation of high-quality

professional learning practices and includes targeted professional learning on the use of technology devices to enhance teaching and learning; and

9. Uses evidence-informed core materials and evidence-based instructional practices and

intervention materials.

Utah Code § 53G-11-303(1), (2) (2025)

State-Funded Professional Development

The District shall use funding provided by the State Board of Education under Utah Code § 53F-7-203 to provide paid professional hours to eligible educators and other covered instructional and student-support personnel. Paid professional hours may include qualifying time spent in professional learning, related travel time, authorized registration fees, travel-related expenses at allowable rates, required materials, and hourly pay for qualifying time equivalent to the educator's contracted hourly rate in the most recent school year.

Each educator who desires to use paid professional hours funded by the State Board of Education shall, on or before September 30, create a plan in consultation with the educator's principal on how the educator plans to use the paid professional hours and, before the end of the fiscal year, provide a written statement to the educator's principal of how the educator used the paid professional hours. If an educator begins employment after September 30, the educator may still qualify for prorated paid professional hours.

Utah Code § 53F-7-203 (2024); Utah Admin. Rules R277-629-3(4) (August 7, 2024)

	Source Traceability

Source

Use in this policy

USBA DFA - Educator Induction, Mentoring, and Professional Learning

Model policy retained as controlling format.

MSD Policy 4230, approved 2021

Professional development needs, released time, observation, lane-advancement record requirements inserted as DFA-1.

MSD Policy 4070, approved 2020

LEA-specific educator training, mentoring, associate licensing plan, and disclosure provisions inserted as DFA-2.