

1 **R277. Education, Administration.**

2 **R277-305. School Leadership License Areas of Concentration and Programs.**

3 **R277-305-1. Authority and Purpose.**

4 (1) This rule is authorized by

5 (a) Utah Constitution [Article X, Section 3](#), which vests general control and  
6 supervision of public education in the Board;

7 (b) Subsection [53E-3-401](#)(4), which allows the Board to make rules to execute the  
8 Board's duties and responsibilities under the Utah Constitution and state law; and

9 (c) Section [53E-6-201](#), which permits the Board to issue certificates for educators.

10 (2) The purpose of this rule is to:

11 (a) specify the requirements for a professional school leadership license area of  
12 concentration;

13 (b) specify the standards which the Board expects of a school leadership preparation  
14 program prior to program approval.

15

16 **R277-305-2. Definitions.**

17 (1) "Clinical experience" means a structured opportunity in which a program  
18 candidate is mentored by a licensed educator and evaluated by an LEA administrator or  
19 university preparation program faculty member, in order to develop and demonstrate  
20 competency in the skills and knowledge necessary to be an effective school leader.

21 (2) "School leadership license area of concentration" means the initial credential  
22 issued by the Board that authorizes a holder to be employed as a school principal, vice-  
23 principal, or assistant principal.

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25 **R277-305-3. School Leadership License Area of Concentration Requirements.**

26 (1) The Superintendent shall issue a professional school leadership license area of  
27 concentration to an individual that applies for the license and meets all requirements in this  
28 section.

29 (2) The requirements for a professional school leadership license area of  
30 concentration shall include either:

31 (a)(i) a master's degree or more advanced degree;

32            (~~(b)~~ii) passage of a school leadership assessment approved by the Superintendent;  
33 and

34            (~~(e)~~iii) a recommendation from a Board-approved school leadership preparation  
35 program pursuant to the process described in Rule [R277-303](#); or

36            (~~(ii)~~b) [~~subject to Subsection (3),~~] a valid school leadership license in another  
37 jurisdiction under the NASDTEC interstate agreement.

38            ~~[(3) Prior to being awarded a school leadership license area of concentration, an~~  
39 ~~applicant that holds a valid school leadership license in another jurisdiction under the~~  
40 ~~NASDTEC interstate agreement as described in Subsection (2)(c)(ii) shall have completed:~~

41            ~~—— (a) at least one year of school leadership experience in that state; or~~

42            ~~—— (b) a school leadership preparation program reasonably equivalent to a Board-~~  
43 ~~approved school leadership preparation program pursuant to the process described in Rule~~  
44 ~~R277-303.]~~

45

#### 46 **R277-305-4. School Leadership Preparation Programs.**

47            (1) Prior to approval by the Superintendent, a preparation program for school  
48 leadership shall:

49            (a) demonstrate how it will prepare candidates to meet the Utah educational  
50 leadership Standards described in [R277-~~530~~330](#);

51            (b) subject to Subsection (2), establish weighted entry requirements that consider  
52 prior leadership experiences of applicants and are designed to select high quality candidates  
53 to enter the licensure program;

54            (c) include school-based clinical experiences for a candidate to observe, practice  
55 skills, and reflect on school leadership that:

56            (i) are significant in number, depth, breadth, and duration;

57            (ii) are progressively more complex;

58            (iii) occur in multiple schools;

59            (iv) include working with both elementary and secondary teachers and students; and

60            (v) occur throughout the preparation program;

61            (d) require the demonstration of competency in:

62            (i) properly utilizing data, including student performance data, to evaluate educator

63 and school performance and provide actionable information to educators to improve  
64 instruction;

65 (ii) facilitating educator use of technology to support and meaningfully supplement  
66 the learning of students;

67 (iii) collaborating with stakeholder groups to create a shared vision, mission, and  
68 goals for a school;

69 (iv) implementing the shared vision, mission, and goals for a school:

70 (A) as a principal; and

71 (B) as an assistant principal supporting the school principal;

72 (v) communicating effectively with parents, community groups, staff, and students;

73 (vi) recognizing effective and ineffective instructional practice in order to ensure  
74 authentic learning and assessment experiences for all students;

75 (vii) implementing a multi-tiered system of supports in individual classrooms and the  
76 school as a whole;

77 (viii) counseling and coaching educators in relation to the educator's evaluation,  
78 professional learning, and student performance to improve the educator's practice;

79 (ix) understanding the laws and legal ramifications surrounding school leadership  
80 decisions and practices;

81 (x) understanding the requirements and LEA responsibilities of the IDEA;

82 (xi) ensuring a safe, secure, emotionally protective, and healthy school environment,  
83 including the prevention of bullying and youth suicide;

84 (xii) establishing and maintaining a school culture that supports inquiry, risk-taking,  
85 innovation, and learning of both students and teachers; and

86 (xiii) connecting management operations, policies, and resources to the vision and  
87 values of the school.

88 (2) Beginning on January 1, 2020, the entry requirements described in Subsection  
89 (1)(b) shall require an individual entering a Board-approved education leadership licensure  
90 program to:

91 (a) clear a USBE fingerprint background check described in:

92 (i) statute; and

93 (ii) background check rule;

- 94 (b) hold a:
- 95 (i) Utah professional educator license; or
- 96 (ii) an equivalent out of state license;
- 97 (c) have been deemed effective or higher by:
- 98 (i) an evaluation system meeting the standards of [R277-531](#); or
- 99 (ii) the LEA's equivalent on the applicant's most recent evaluation;
- 100 (d) have a confidential recommendation from:
- 101 (i) the individual's immediate administrative supervisor; or
- 102 (ii) an LEA-level administrator with knowledge regarding the individual's potential as
- 103 a school leader; and
- 104 (e) pass an interview conducted by the program to measure the potential of the
- 105 individual as a school leader.
- 106 (3) Board-approved education leadership licensure program may waive the entrance
- 107 requirements described in Subsections (2)(b) through (e) based on program established
- 108 guidelines for no more than ten percent of an incoming cohort.
- 109 (4) For a program applicant accepted on or after January 1, 2020, an -approved
- 110 school leadership licensure program shall require multiple opportunities for a program
- 111 applicant to successfully demonstrate application of knowledge and skills gained through
- 112 the program in one or more clinical experiences in each of the following competencies:
- 113 (a) analyzing school assessment data from common formative assessments,
- 114 summative assessments, standardized assessments, and interim or benchmark
- 115 assessments with school staff and with individual teachers;
- 116 (b) administering all aspects of a teacher evaluation system that meets the
- 117 requirements of:
- 118 (i) [R277-531](#); or
- 119 (ii) the LEA's equivalent;
- 120 (c) administering all aspects of an evaluation system for a classified employee;
- 121 (d) planning, organizing, conducting, and evaluating the effectiveness of a
- 122 professional learning activity for school staff;
- 123 (e) supporting or overseeing a school-based learning team;
- 124 (f) working with a School Community Council, including the annual development and

- 125 evaluation of a school's Teacher and Student Success Act plan and School LAND Trust plan;  
126 (g) performing formal and informal classroom observations for the purpose of  
127 improving instruction;  
128 (h) acting as the LEA representative in IEP and 504 accommodation plan meetings;  
129 (i) appropriately handling cases of student discipline referred to the school office;  
130 (j) supervising school activities and monitoring the process for collecting and  
131 handling fees and gate receipts; and  
132 (k) implementing a school's screening and hiring process, including interviews and  
133 the notification of successful and unsuccessful applicants.

134

135 **R277-305-5. Superintendent Responsibilities.**

136 (1) The Superintendent shall ensure that the model mentoring program required  
137 under Rule [R277-308](#) includes induction for new school leaders.

138 (2) The Superintendent shall explore the adoption of a performance-based school  
139 leadership assessment and make related recommendations to the Board by September 1,  
140 2020.

141 (3) The Superintendent shall include a list of resources for potential school  
142 leadership candidates to help them prepare for school leadership on the Utah Leading  
143 through Effective and Dynamic Education website.

144 (4) The Superintendent shall implement a network for principal.

145 (5) The Superintendent shall create a depository of school principal learning  
146 resources that can be utilized by LEAs in the Utah Leading through Effective and Dynamic  
147 Education website.

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149 **KEY: school leadership license, program**

150 **Date of Enactment or Last Substantive Amendment: August 19, 2019**

151 **Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53E-6-](#)  
152 [201](#)**