

1      **R277. Education, Administration.**

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

3      **R277-305-1. Authority, [and] Purpose, and Oversight Category.**

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  
8 the 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  
10 educators.

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

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

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

16            (3) This rule is categorized as Category 4 as described in Rule R277-111.

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18      **R277-305-2. Definitions.**

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

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

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

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

31                   (2) The requirements for a professional school leadership license area of  
32 concentration shall include [either:]

33                   [(a)(i)] a master's degree or more advanced degree, and either;

34                   (a)([i]i) passage of a school leadership assessment approved by the  
35 Superintendent; and

36                   ([i]ii) a recommendation from a Board-approved school leadership preparation  
37 program pursuant to the process described in Rule R277-303; or

38                   (b) a valid ~~school leadership license in another jurisdiction under the NASDTEC  
interstate agreement~~NASDTEC Stage 2 license in school leadership.

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

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

44                   (a) demonstrate how it will prepare candidates to meet the Utah Educational  
45 Leadership Standards described in Rule R277-330;

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

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

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

52                   (ii) are progressively more complex;

53                   (iii) occur in multiple schools;

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

55 and

56                   (v) occur throughout the preparation program;

- (d) require the demonstration of competency in:
  - (i) properly utilizing data, including student performance data, to evaluate educator and school performance and provide actionable information to educators to improve instruction;
  - (ii) facilitating educator use of technology to support and meaningfully supplement the learning of students;
  - (iii) collaborating with stakeholder groups to create a shared vision, mission, and goals for a school;
  - (iv) implementing the shared vision, mission, and goals for a school:
    - (A) as a principal; and
    - (B) as an assistant principal supporting the school principal;
  - (v) communicating effectively with parents, community groups, staff, and students;
  - (vi) recognizing effective and ineffective instructional practice in order to ensure authentic learning and assessment experiences for all students;
  - (vii) implementing a multi-tiered system of supports in individual classrooms and the school as a whole;
  - (viii) counseling and coaching educators in relation to the educator's evaluation, professional learning, and student performance to improve the educator's practice;
  - (ix) understanding the laws and legal ramifications surrounding school leadership decisions and practices;
  - (x) understanding the requirements and LEA responsibilities of the IDEA;
  - (xi) ensuring a safe, secure, emotionally protective, and healthy school environment, including the prevention of bullying and youth suicide;
  - (xii) establishing and maintaining a school culture that supports inquiry, risk-taking, innovation, and learning of both students and teachers; and
  - (xiii) connecting management operations, policies, and resources to the vision and values of the school.

100 as a school leader; and  
101 (e) pass an interview conducted by the program to measure the potential of the  
102 individual as a school leader.

103 (3) Board-approved education leadership licensure program may waive the  
104 entrance requirements described in Subsections (2)(b) through (e) based on program  
105 established guidelines for no more than 10% of an incoming cohort.

106 (4) For a program applicant accepted on or after January 1, 2020, an -approved  
107 school leadership licensure program shall require multiple opportunities for a program  
108 applicant to successfully demonstrate application of knowledge and skills gained  
109 through the program in one or more clinical experiences in each of the following  
110 competencies:

111 (a) analyzing school assessment data from common formative assessments,  
112 summative assessments, standardized assessments, and interim or benchmark  
113 assessments with school staff and with individual teachers:

(b) administering all aspects of a teacher evaluation system that meets the requirements of:

- (i) Rule R277-[534]323; or
- (ii) the LEA's equivalent;

(c) administering all aspects of an evaluation system for ~~a classified employee~~ an education support professional;

(d) planning, organizing, conducting, and evaluating the effectiveness of a professional learning activity for school staff;

(e) supporting or overseeing a school-based learning team;

(f) working with a School Community Council, including the annual development and evaluation of a school's Teacher and Student Success Act plan and School LAND Trust plan;

(g) performing formal and informal classroom observations for the purpose of improving instruction;

(h) acting as the LEA representative in IEP and 504 accommodation plan meetings;

(i) appropriately handling cases of student discipline referred to the school office

(j) supervising school activities and monitoring the process for collecting and handling fees and gate receipts; and

(k) implementing a school's screening and hiring process, including interviews and the notification of successful and unsuccessful applicants.

## 136 R277-305-5. Superintendent Responsibilities.

137 (1) The Superintendent shall ensure that the model mentoring program required  
138 under Rule R277-308 includes induction for new school leaders.  
139 ~~(2) The Superintendent shall explore the adoption of a performance-based~~  
140 ~~school leadership assessment and make related recommendations to the Board by~~  
141 ~~September 1, 2020.]~~

142           ([3]2) The Superintendent shall include a list of resources for potential school  
143 leadership candidates to help them prepare for school leadership on the Utah Leading  
144 through Effective and Dynamic Education website.

145           ([4]3) The Superintendent shall implement a network for principal.

146           ([5]4) The Superintendent shall create a depository of school principal learning  
147 resources that can be utilized by LEAs in the Utah Leading through Effective and  
148 Dynamic Education website.

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

151 **Date of Last Change: May 8, 2024**

152 **Notice of Continuation: March 11, 2024**

153 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53E-  
154 6-201**

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