

R277. Education, Administration.

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

R277-305-1. Authority^[,] and Purpose^[,] ~~and Oversight Category~~^[.].

(1) This rule is authorized by:

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

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

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

(2) The purpose of this rule is to:

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

(b) specify the standards which the Board expects of a school leadership preparation program before program approval.

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

R277-305-2. Definitions.

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

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

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

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

(2) The requirements for a professional school leadership license area of concentration shall include a master's degree or more advanced degree, and either;

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

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

(b) a valid NASDTEC Stage 2 license in school leadership.

R277-305-4. School Leadership Preparation Programs.

(1) Before approval by the Superintendent, a preparation program for school leadership shall:

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

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

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

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

(ii) are progressively more complex;

(iii) occur in multiple schools;

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

and

(v) occur throughout the preparation program;

(d) require the demonstration of school leadership competencies as established by the Superintendent. ~~[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) understanding parents' rights, consent, requests, and reasonable accommodations under Utah Code, including Section 53G-6-803, and Board rule;~~

~~——— (vii) recognizing effective and ineffective instructional practice to ensure authentic learning and assessment experiences for all students;~~

~~——— (viii) implementing a multi-tiered system of supports in individual classrooms and the school as a whole;~~

~~——— (ix) counseling and coaching educators in relation to the educator's evaluation, professional learning, and student performance to improve the educator's practice;~~

~~——— (x) understanding the laws and legal ramifications surrounding school leadership decisions and practices;~~

~~——— (xi) understanding the requirements and LEA responsibilities of the IDEA;~~

~~——— (xii) ensuring a safe, secure, emotionally protective, and healthy school environment, including the prevention of bullying and youth suicide;~~

~~——— (xiii) establishing and maintaining a school culture that supports inquiry, risk-taking, innovation, and learning of both students and teachers;~~

~~——— (xiv) connecting management operations, policies, and resources to the vision and values of the school; and~~

~~_____ (xv) understanding internal controls.]~~

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

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

(i) statute; and

(ii) background check rule;

(b) hold a:

(i) Utah professional educator license; or

(ii) an equivalent out of state license;

(c) have been deemed effective or higher by:

(i) an evaluation system meeting the standards of Rule R277-323; or

(ii) the LEA's equivalent on the applicant's most recent evaluation;

(d) have a confidential recommendation from:

(i) the individual's immediate administrative supervisor; or

(ii) an LEA-level administrator with knowledge regarding the individual's potential as a school leader; and

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

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

~~[(4) For a program applicant accepted on or after January 1, 2020, an approved school leadership licensure program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through 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) Rule R277-323; or~~
119 ~~—— (ii) the LEA's equivalent;~~
120 ~~—— (c) administering all aspects of an evaluation system for an education support~~
121 ~~professional;~~
122 ~~—— (d) planning, organizing, conducting, and evaluating the effectiveness of a~~
123 ~~professional learning activity for school staff;~~
124 ~~—— (e) supporting or overseeing a school-based learning team;~~
125 ~~—— (f) working with a School Community Council, including the annual development~~
126 ~~and evaluation of a school's Teacher and Student Success Act plan and School LAND~~
127 ~~Trust plan;~~
128 ~~—— (g) performing formal and informal classroom observations for improving~~
129 ~~instruction;~~
130 ~~—— (h) acting as the LEA representative in IEP and 504 accommodation plan~~
131 ~~meetings;~~
132 ~~—— (i) appropriately handling cases of student discipline referred to the school office;~~
133 ~~—— (j) supervising school activities and monitoring the process for collecting and~~
134 ~~handling fees and gate receipts; and~~
135 ~~—— (k) implementing a school's screening and hiring process, including interviews~~
136 ~~and the notification of successful and unsuccessful applicants.]~~
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138 **R277-305-5. Superintendent Responsibilities.**

139 (1) The Superintendent shall ensure that the model mentoring program required
140 under Rule R277-308 includes induction for new school leaders.

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

(3) The Superintendent shall implement a network for principals.

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

KEY: school leadership license, program

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