

R277. Education, Administration.

R277-330. Utah Effective Educator Standards.

R277-330-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over 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) Subsection 53E-3-501(1)(a), which requires the Board to establish rules and minimum standards for the qualification and certification educators and for required school administrative and supervisory services.

(2) The purpose of this rule is to establish statewide effective educational standards for:

(a) teachers;

(b) administrators;

(c) school counselors;

(d) school psychologists;

(e) speech-language pathologists;

(f) speech-language technicians;

(g) audiologists; and

(h) school social workers.

R277-330-2. Definitions.

(1) "Administrator" has the same meaning as defined in Subsection 53G-11-501(1).

(2) "Educator" has the same meaning as defined in Subsection 53G-11-501(6).

(3) "Utah Effective Educator Standards means:

(a) the Effective Teaching Standards described in Section R277-330-6;

(b) the Educational Leadership Standards described in Section R277-330-7;

(c) the Speech-Language Technician standards described in Subsection R277-306-5(1)(c);

(d) the 2019 American School Counselors Association Professional Standards and Competencies;

(e) the 2020 National Association of School Psychologists Professional Standards;

(f) the 2020 American Speech-Language-Hearing Association Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology;

(g) the 2020 American Speech-Language-Hearing Association Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology; and

(h) the 2012 National Association of Social Workers Standards for School Social Work Services.

R277-330-3. Incorporation by Reference.

(1) This rule incorporates by reference:

(a) the 2019 American School Counselor Association Professional Standards and Competencies;

(b) the 2020 National Association of School Psychologists Professional Standards;

(c) the 2020 American Speech-Language-Hearing Association Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology;

(d) the 2020 American Speech-Language-Hearing Association Standards and Implementation Procedures for the Certificate of Clinical Competence in Audiology; and

(e) the 2012 National Association of Social Workers Standards for School Work Services.

(2) A copy of these resources can be located at the offices of the Utah State Board of Education,

<https://schools.utah.gov/administrativerules/documentsincorporated>, and:

(a) for Subsection (1)(a), <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>;

(b) for Subsection (1)(b), <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>;

(c) for Subsection (1)(c), <https://www.asha.org/certification/2020-slp-certification-standards/>;

(d) for Subsection (1)(d), <https://www.asha.org/certification/2020-audiology-certification-standards/>; and

(e) for Subsection (1)(e), <https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3D&portalid=0>.

R277-330-4. Establishment of Standards.

(1) The Board hereby establishes the Utah Effective Educator Standards as the foundation of educator development, which includes:

(a) alignment of teacher and school administrator programs;

(b) expectations for licensure; and

(c) screening, hiring, induction, and mentoring of beginning educators in all license areas.

(2) The Utah Effective Educator Standards:

(a) ensure implementation of Utah's core standards; and

(b) serve as the basis for evaluation.

(3) The Superintendent shall:

(a) base the model educator assessment system described in Subsection R277-323-8(1) on the Utah Effective Educator Standards; and

(b) provide resources, including professional learning opportunities, which assist LEAs in integrating the Utah Effective Educator Standards into educator practices.

R277-330-5. LEA Responsibilities.

(1) An LEA shall develop policies to support teachers, school administrators, and other licensees in implementation of the Utah Effective Educator Standards.

(2) An LEA shall develop and support professional learning experiences in connection with an educator's professional learning plan for re-licensure using the Effective Educator Standards to assess educator progress toward implementation of the standards.

(3) An LEA shall adopt educator assessment systems aligned with the Utah Effective Educator Standards and consistent with Rule R277-323.

(4) An LEA shall use the Utah Effective Educator Standards as a basis for the development of a collaborative professional culture to facilitate student learning.

(5) An LEA shall implement induction and mentoring activities for beginning educators that support implementation of the Utah Effective Educator Standards.

R277-330-6. Effective Teaching Standards.

(1) The Effective Teaching Standards described in this Section:

(a) describe the knowledge, skills, and dispositions that are the hallmark of effective instruction; and

(b) highlight practices associated with effective teaching.

(2) A Utah educator shall demonstrate a commitment to ongoing growth and development of instructional competency within the following areas:

(a) Learners and Learning -- demonstrating attention to the impact of unique learner characteristics on development and growth;

(b) Instructional Design Clarity:

(i) previewing classroom content;

(ii) demonstrating clarity in organizing and sequencing instruction; and

(iii) effective planning for learning and student engagement.

(c) Instructional Practice:

(i) engaging in high quality instructional practices that are data informed;

(ii) exhibiting a collaborative approach to teaching and learning; and

(iii) meeting the learning needs of each student.

(d) Classroom Climate -- creating academic, physical, social, and emotional conditions with emphasis on academic performance; and

(e) Professional Responsibility -- demonstrating an awareness of and adherence to professional and ethical standards within their school and with families and communities, as required in Rule R277-217, Educator Standards and LEA Reporting.

R277-330-7. Educational Leadership Standards.

~~[(1) The Educational Leadership Standards described in this Section describe expectations for school administrators, including:~~

~~—— (a) meeting the Effective Teaching standards;~~

~~—— (b) having the knowledge and skills to guide and supervise the work of educators;~~

~~—— (c) leading the school learning community; and~~

~~—— (d) managing the school's learning environment in order to provide effective, high-quality instruction to all Utah students.~~

~~—— (2) In addition to meeting the Effective Teaching Standards, a school administrator shall demonstrate the traits, skills, and work functions designated in the following areas:~~

~~—— (a) Visionary Leadership — promoting the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is largely shared and supported by stakeholders;~~

~~—— (b) Teaching and Learning — promoting the success of every student by advocating, nurturing, and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth;~~

~~—— (c) Management for Learning — promoting the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;~~

~~—— (d) Community Collaboration:~~

~~—— (i) promoting the success of every student by collaborating with faculty, staff, parents, and community members;~~

~~—— (ii) responding to diverse community interests; and~~

~~—— (iii) mobilizing community resources;~~

~~—— (e) Ethical Leadership — promoting the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior; and~~

~~—— (f) Systems Leadership — promoting the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, and policy contexts affecting education.]~~

(1)(a) These standards articulate the knowledge, skills, and dispositions that a Utah educator needs to demonstrate to prepare for and serve as a school leader.

(b) These standards provide the foundation for more descriptive competencies, evaluation and accountability criteria, professional training and goal setting, and other supporting tools and resources to meet the state's leadership development goals and objectives.

(2) To elevate student success, promote educator quality and effectiveness, and optimize oversight and accountability, Utah educational leaders apply the following standards:

(a) Vision – cultivating an innovative, student-centered vision and mission that empowers learners through strategic planning and transformative educational practices.

(b) Professionalism and Ethics:

(i) modeling ethical and professional leadership, integrity, self-reflection, and fairness;

(ii) using clear communication and a collaborative approach to be a trusted figure within the school community; and

_____ (iii) actively implementing law, policy, and the Utah Educator Standards.

_____ (c) Culture and Climate – establishing and maintaining a positive culture and climate that fosters inclusivity for students, staff, and community to ensure all individuals have a sense of belonging, are valued, and are safe.

_____ (d) Personnel Support and Supervision:

_____ (i) communicating expectations clearly, effectively, and consistently with staff;

_____ (ii) conducting formal and informal evaluations; and

_____ (iii) providing specific and targeted growth-oriented feedback, professional learning, and support.

_____ (e) Systems Improvement –strategically designing, implementing, and sustaining coherent systems grounded in evidence-based inquiry, shared accountability, adaptive leadership, and continuous data informed school improvement to build organizational capacity and to support each student’s academic success and well-being.

_____ (f) Community Engagement – engaging with parents and stakeholders to partner with the greater community to support each student’s academic success and well-being.

_____ (g) Instructional Leadership – ensuring the use of effective teaching strategies that optimize rigorous, student-centered learning and growth, assessment practices that inform and promote effective teaching, and interventions for individual student learning needs.

_____ (h) Resource and Fiscal Management –professionally and ethically allocating and managing school resource to support teachers and staff and to optimize student learning.

KEY: effective educators, effective leadership, standards

Date of Last Change: October 11, 2023

Authorizing, and Implemented or Interpreted Law: Article X, Section 3; 53E-3-401(4); 53E-3-501(1)(a)