

**MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Diana Suddreth  
Director, Teaching & Learning

**DATE:** December 3-4, 2015

**ACTION:** R277-505 *Administrative License Areas of Concentration and Programs* (Amendment and Continuation)

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**Background:**

1. Administrative rules R277-502 and R277-503 no longer allow teacher preparation programs to be approved based solely on national accreditation. R277-505 details the requirements that the Board establishes for its approval of such programs in administrative/supervisory licensure.
2. In addition to the amendments to R277-505, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule was last continued effective August 14, 2012.

**Key Points:**

1. The proposed revisions to R277-505 require programs to be aligned with the Utah Education Leadership Standards and establish internship or experience minimum requirements. The amendments also define specific areas of focus for all administrative licensure programs. The rule requires the superintendent to work with LEAs and university programs to create standards for a second tier licensure credential, for building principals after employment and to explore the creation of such credentials in other leadership positions.
2. R277-505 continues to be necessary because it specifies the requirements for Administrative license areas of concentration and provides standards and procedures for district-specific and charter school-specific administrative license areas of concentration.

**Anticipated Action:**

1. It is proposed that the Law and Licensing Committee consider approving R277-505 *Administrative License Areas of Concentration and Programs* as amended on first reading and, if approved by the Committee, the Board consider approving R277-505 on second reading.
2. It is proposed that the Law and Licensing Committee consider approving R277-505 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-505 for continuation on second reading.

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1 **R277. Education, Administration.**

2 **R277-505. [Administrative]Education Leadership License Areas of**  
3 **Concentration and Programs.**

4 **R277-505-[2]1. Authority and Purpose.**

5 ~~[A.](1)~~ This rule is authorized ~~[under]~~by:

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

8 (b) Section[s] 53A-6-~~[401(1) and (2)]104~~, which permits the Board to issue  
9 certificates for educators[.]; and

10 (c) Subsection 53A-1-401(3), which allows the Board to adopt rules in  
11 accordance with its responsibilities.

12 ~~[B.](2)~~ The purpose of this rule is to:

13 (~~[1]~~a) specify the requirements for [Administrative]education leadership  
14 license areas of concentration~~[, including meaningful internships]~~~~[, and]~~

15 (~~[2]~~b) provide standards and procedures for district-specific and charter  
16 school-specific [Administrative]education leadership license areas of  
17 concentration[.]; and

18 (c) specify the requirements for an education leadership preparation program  
19 that must be met to receive Board approval of the program.

20 **R277-505-[4]2. Definitions.**

21 ~~[A. “Acceptable professional experience” means successful, full-time~~  
22 ~~experience in public or accredited private or parochial schools in an area for which~~  
23 ~~certification is required for employment in the public schools.]~~

24 ~~[B.](1) “[Administrative]Education leadership license area of concentration”~~  
25 ~~means the initial credential issued by the Board [which permits the]that authorizes~~  
26 ~~a holder to be employed in a position [which requires administration or supervision~~  
27 ~~of elementary, middle, or secondary levels within the public education system]that~~  
28 ~~requires the license holder to administer educational programs or supervise~~  
29 ~~educators in improving educational practices and outcomes within the public~~  
30 ~~education system, including the administration and supervision of a school.~~

31 ~~[C. “Board” means the Utah State Board of Education.]~~

32 ~~[D. “District-specific educator license with an administrative license area of~~  
33 ~~concentration” means an area of concentration awarded by a school district or~~  
34 ~~charter school to an administrator following verification of criteria consistent with this~~  
35 ~~rule.]~~

36 [E.](2) “Internship” means an on-site supervised experience in an accredited  
37 public or private school or other approved location.

38 [F.](3) “Level 2 license” means a Utah professional educator license issued  
39 to an applicant after [satisfaction of]the Level 2 applicant:

40 (a) completes all requirements for a Level 1 license;~~[-and:]~~

41 ~~([3]b) [satisfaction of]~~completes the requirements under R277-522 for a  
42 teacher[s] whose employment as a Level 1 licensed educator began after January  
43 1, 2003 in a Utah public or accredited private school~~[-];~~;

44 ~~([2]c)~~ completes:

45 (i) at least three years of successful education experience~~[ within a five-year~~  
46 ~~period]~~ in a Utah public LEA or accredited private school; or

47 (ii)(A) one year of successful education experience in a Utah public LEA or  
48 accredited private school; and

49 (B) at least three years of successful education experience in a public LEA  
50 or accredited private school outside of Utah; and

51 ~~([4]d)~~ completes additional requirements established by law or rule;

52 [G.](4) “Level 3 license” means a Utah professional educator license issued  
53 to an educator who:

54 (a) holds a current Utah Level 2 license; ~~and[ has also received, in the~~  
55 ~~educator's field of practice, National Board certification or a doctorate from an~~  
56 ~~accredited institution]~~

57 (b) receives:

58 (i) National Board Certification;

59 (ii) a doctorate in:

60 (A) education; or

61 (B) a field related to a content area in a unit of the public education system  
62 or an accredited private school; or

63 (iii)(A) a Speech-Language Pathology area of concentration; and

64 (B) currently holds American Speech-Language Hearing Association (ASHA)  
65 certification.

66 (5) “LEA governing board” means:

67 (a) for a school district, the school district's local school board; or

68 (b) for a charter school, the charter school's charter school governing board.

69 ~~[H. “Outstanding professional qualifications” means a person who has~~  
70 ~~completed a Bachelor’s degree from an accredited institution of higher education~~  
71 ~~and who has demonstrated successful managerial experience in business,~~  
72 ~~government, or similar setting.]~~

73 ~~[I. “USOE” means the Utah State Office of Education.]~~

74 **R277-505-3. ~~[Administrative]~~Education Leadership License Area of**  
75 **Concentration Positions.**

76 ~~[A.](1) [Local boards and charter schools]~~An LEA shall determine~~[, consistent~~  
77 ~~with Sections 53A-3-301(4), 53A-6-104.5, 53A-6-110, and this rule, required licenses~~  
78 ~~or letters of authorization for administrators working in]~~ the various positions and  
79 settings in which an individual must hold an Education Leadership license area of  
80 concentration in accordance with the requirements of Sections:

81 (a) 53A-1a-511;

82 (b) 53A-3-301;

83 (c) 53A-6-104.5;

84 (d) 53A-6-110; and

85 (e) this Board rule.

86 ~~[B. Local boards and charter schools shall, by board policy determined in an~~  
87 ~~open meeting, notify the public of required licenses or credentials for administrators~~  
88 ~~in their schools.]~~

89 (2) An LEA’s governing board shall adopt a policy, in an open and public  
90 meeting, that describes the required licenses or credentials for administrators in the  
91 LEA's schools.

92 ~~[C. Local boards and charter schools that have designated appropriate~~  
93 ~~administrative requirements consistent with the law and this rule shall receive~~  
94 ~~professional staff costs only for administrators licensed consistent with the policies~~

95 and this rule.]

96 ~~[D. Administrative interns currently registered for academic credit in an~~  
97 ~~institution of higher education for the internship are not required to hold an~~  
98 ~~Administrative license area of concentration but shall hold a Level 2 or Level 3~~  
99 ~~license.]~~

100 ~~[E.](3) The Board strongly recommends that [all educators who supervise~~  
101 ~~educators complete Administrative license areas of concentration programs and~~  
102 ~~participate in ongoing professional development]~~LEAs require an education  
103 leadership license area of concentration for any position in which an educator  
104 supervises other educators.

105 **R277-505-4. ~~[Administrative]~~Education Leadership License Area of**  
106 **Concentration Requirements.**

107 ~~[A.](1) Except as provided in Subsection (2), [A]an applicant for [the~~  
108 ~~Administrative]an education leadership license area of concentration [shall have~~  
109 ~~successfully completed or received all of the following:~~

110 ~~—— (1) a Level 2 teaching license or equivalent from another state with area of~~  
111 ~~concentration;]~~may be granted an education leadership license area of concentration  
112 if the applicant:

113 ~~[(2)a] holds a master's degree or more advanced degree;~~

114 ~~[(3) an education administrative program; and]~~

115 ~~[(4)b] passes a Board-approved [administrative]education leadership test; and~~

116 ~~(c)(i) completes a Board-approved education leadership licensure program;~~

117 or

118 ~~(ii) subject to Subsection (3), holds an education leadership license valid in~~  
119 another state under the NASDTEC interstate agreement.

120 ~~[(5)2] [Exceptions may be made to R277-505-4A(1)(2) or (3) by the USOE]~~  
121 The Superintendent may grant an education leadership license area of concentration  
122 to an applicant for exceptional professional experience, exceptional education  
123 accomplishments, or other noteworthy experiences or circumstances.

124 ~~(3) An applicant that holds an education leadership license valid in another~~  
125 state under the NASDTEC interstate agreement as described in Subsection (1)(c)(ii)

126 shall complete:

127 (a) at least one year of education leadership experience in that state; or

128 (b) an education leadership internship substantially equivalent to the  
129 internship required for Board-approved education leadership licensure programs as  
130 described in this rule.

131 ~~[(6) not fewer than three years of acceptable full-time professional experience~~  
132 ~~in an education-related area in a public or accredited private or parochial school.~~  
133 ~~Appropriate experiences that may be substituted for up to one-half of this~~  
134 ~~requirement include:~~

135 ~~—— (a) alternative school or similar type professional experience;~~

136 ~~—— (b) community college, trade-technical college, or other post-secondary~~  
137 ~~professional experience;~~

138 ~~—— (c) district-level administrative experience;~~

139 ~~—— (d) headstart or preschool professional experience;~~

140 ~~—— (e) college of education or state education agency professional experience;~~

141 ~~or~~

142 ~~—— (f) professional experience in academic departments of colleges or~~  
143 ~~universities if there has been sufficient involvement with public school programs and~~  
144 ~~curriculum.~~

145 ~~—— (7) a recommendation from a Utah institution whose program of preparation~~  
146 ~~has been accredited by the National Council for Accreditation of Teacher Education~~  
147 ~~(NCATE), the Teacher Education Accreditation Council (TEAC).~~

148 ~~—— B. In addition to R277-505-4A, above, an applicant for the Administrative~~  
149 ~~license area of concentration shall successfully complete an administrative~~  
150 ~~internship. The internship shall:~~

151 ~~—— (1) consist of a minimum of 450 hours of supervised clinical experiences,~~  
152 ~~excluding additional hours required by a university for seminars or discussion~~  
153 ~~sessions within the required hours.~~

154 ~~—— (2) include a minimum of 200 of the required hours in a school setting which~~  
155 ~~offers the opportunity of working with a properly licensed principal, students, faculty,~~  
156 ~~classified employees, parents and patrons.~~

157 ~~—— (3) include the remainder of the required internship hours in school district~~

158 offices, the USOE or other USOE-approved and appropriate agencies or school  
159 settings:

160 ~~—— (4) include the majority of the school-level supervised experience during the~~  
161 ~~regular school day in concentrated blocks of a minimum of three hours each when~~  
162 ~~students are present.~~

163 ~~—— (5) presume interns' involvement in extracurricular activities.~~

164 ~~—— (6) include experiences at both elementary and secondary school levels.~~

165 ~~—— (7) have clinical experience in a different school than where the intern may be~~  
166 ~~employed as a teacher.~~

167 ~~—— (8) provide opportunities for the intern to demonstrate application of~~  
168 ~~knowledge and skills gained through the higher education experience in school~~  
169 ~~settings, including the opportunity to:~~

170 ~~—— (a) understand the school community;~~

171 ~~—— (b) understand the school culture and its importance to the student;~~

172 ~~—— (c) experience managing a safe, efficient learning environment;~~

173 ~~—— (d) collaborate with families of diverse students;~~

174 ~~—— (e) support ethics and fairness in the school setting; and~~

175 ~~—— (f) participate in the larger political, social, economic, legal and cultural school~~  
176 ~~context.~~

177 ~~—— C. In the first year of employment as an administrator, an applicant for the~~  
178 ~~Administrative license area of concentration shall complete a one school year~~  
179 ~~mentoring experience established and supervised by the employing school district~~  
180 ~~or charter school that includes criteria identified in R277-522-3A and B, as applied~~  
181 ~~to administrators:~~

182 ~~—— D. Relicensure and professional development requirements for active and~~  
183 ~~non-practicing administrators shall include:~~

184 ~~—— (1) for active administrators, at least 75 of the required 200 points shall focus~~  
185 ~~on leadership issues to ensure that:~~

186 ~~—— (a) administrators have current and effective knowledge and skills;~~

187 ~~—— (b) administrators understand and can demonstrate employee corrective~~  
188 ~~action directives;~~

189 ~~—— (c) administrators are working to improve student achievement, teacher~~

190 ~~effectiveness and teacher retention skills; and~~  
191 ~~—— (d) administrators are using student data to assess student learning;~~  
192 ~~—— (2) for non-practicing administrators, at least 100 points of the required 200~~  
193 ~~points shall be related to school administration.]~~

194 **R277-505-5. Standards for the Approval of Programs for Education Leadership**  
195 **Licensure.**

196 (1) The Board may approve the education leadership licensure preparation  
197 program of an institution of higher education if the program:

198 (a) prepares candidates to meet the Utah educational leadership Standards  
199 described in R277-530;

200 (b) subject to Subsection (2), establishes entry requirements designed to  
201 ensure that only high quality individuals enter the licensure program;

202 (c) includes coursework specifically designed to prepare candidates to:

203 (i) properly utilize data, including student performance data, to evaluate  
204 educator and school performance and provide actionable information to educators  
205 to improve instruction;

206 (ii) facilitate educator use of technology to support and meaningfully  
207 supplement the learning of students in traditional, online-only, and blended  
208 classrooms

209 (iii) collaborate with all stakeholder groups to create a shared vision, mission,  
210 and goals for a school;

211 (iv) communicate effectively with parents, community groups, staff, and  
212 students;

213 (v) recognize effective and ineffective instructional practice in order to ensure  
214 authentic learning and assessment experiences for all students;

215 (vi) counsel educators in relation to the educator's evaluation, professional  
216 learning, and student performance to improve the educator's practice;

217 (vii) ensure a safe, secure, emotionally protective and healthy school  
218 environment, including the prevention of bullying and youth suicide; and

219 (viii) connect management operations, policies, and resources to the vision  
220 and values of the school; and

221 (d) includes a minimum of 50 hours of clinical experience in elementary and  
222 secondary schools throughout program coursework.

223 (2) Beginning on January 1, 2017, the entry requirements described in  
224 Subsection (1)(b) shall require an individual entering a Board-approved education  
225 leadership licensure program to:

226 (a) clear a USOE fingerprint background check;

227 (b) hold a Level 2 or 3 Utah educator license;

228 (c) have been deemed effective or higher by:

229 (i) an evaluation system meeting the standards of R277-531; or

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

231 (d) have a recommendation from:

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

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

235 (e) pass an interview conducted by the program to measure the potential of  
236 the individual as an education leader.

237 (3) A Board-approved education leadership licensure program may waive the  
238 entrance requirements described in Subsection (2) based on program established  
239 guidelines for no more than ten percent of an incoming cohort.

240 (4) A Board-approved education leadership licensure program shall ensure  
241 that each incoming cohort after January 1, 2017 has a mean post-secondary G.P.A.  
242 of 3.0 or higher.

243 (5) A Board-approved education leadership licensure program that includes  
244 the completion of a master's degree shall ensure that each incoming cohort has a  
245 mean performance on a Board-approved nationally normed ability/achievement  
246 assessment in the top 50%.

247 (6) A Board-approved education leadership licensure program is exempt from  
248 the entrance requirements in R277-502-3(C)(6).

249 (7) For all program applicants accepted on January 1, 2017 or after, a  
250 Board-approved education leadership licensure program shall require a culminating  
251 experience that meets one of the following requirements:

252 (a) employment in an education leadership position where the educator:

253 (i) supervises other educators and that meets the following requirements:  
254 (ii) is employed half-time or more in the position for a full school year;  
255 (iii) is mentored by a licensed education leader that has been deemed  
256 effective or higher by:  
257 (A) an evaluation meeting the standards of R277-531; or  
258 (B) the LEA's equivalent on the educator's most recent evaluation;  
259 (iv) works a minimum of 100 hours in a minimum of 2 hour blocks during the  
260 regular school day and the regular school year in an elementary school where the  
261 educator is not employed if the educator is not employed as an elementary principal  
262 or vice-principal; and  
263 (iv) works a minimum of 100 hours in a minimum of 2 hour blocks during the  
264 regular school day and the regular school year in a secondary school where the  
265 educator is not employed if the educator is not employed as a secondary principal  
266 or vice-principal; or  
267 (b) an internship where the educator:  
268 (i) works a minimum of 400 hours of supervised clinical experiences,  
269 excluding additional hours required by a university for seminars or discussion  
270 sessions within the required hours;  
271 (ii) works a minimum of 300 of the required hours in a school setting which  
272 offers the opportunity of working with:  
273 (A) students, faculty, classified employees, parents, and patrons; and  
274 (B) a licensed principal that has been deemed effective or higher by:  
275 (I) an evaluation system meeting the standards of R277-531; or  
276 (II) the LEA's equivalent on the principal's most recent evaluation;  
277 (iii) works the remainder of the required internship hours in a school district  
278 office; at the USOE; with a Board-approved agency; or in another Board-approved  
279 program or school setting;  
280 (iv) works the majority of the school-level supervised experience completed  
281 during the regular school day and in concentrated blocks of a minimum of two hours  
282 each when students are present;  
283 (v) works a minimum of 150 hours in an elementary school;  
284 (vi) works a minimum of 150 hours in a secondary school; and

285 (vii) works a minimum of 32 hours in concentrated blocks of a minimum of  
286 eight hours each during the regular school day and the regular school year in a  
287 school in which the intern is not employed as a teacher.

288 (8) The culminating experience described in Subsection (7) shall include all  
289 of the following opportunities for the individual to demonstrate application of  
290 knowledge and skills gained through the program in a school setting:

291 (a) analyzing school assessment data from common formative assessments,  
292 summative assessments, standardized assessments, and interim or benchmark  
293 assessments with school staff and with individual teachers;

294 (b) participating in all aspects of at least one teacher evaluation using an  
295 evaluation system that meets the requirements of:

296 (i) R277-531; or

297 (ii) the LEAs equivalent;

298 (c) participating in all aspects of at least one evaluation of a classified  
299 employee;

300 (d) planning, or participating in the planning of, organizing, conducting, and  
301 evaluating the effectiveness of a professional development activity for school staff;

302 (e) participating in multiple meetings of more than one school-based learning  
303 team;

304 (f) participating in School Community Council meetings including the annual  
305 development and evaluation of the School Improvement Plan or the School LAND  
306 Trust plan;

307 (g) participating in multiple classroom observations and walk-throughs;

308 (h) participating in multiple IEP and 504 accommodation plan meetings in  
309 support of or as the LEA representative;

310 (i) handling multiple cases of student discipline referred to the school office  
311 for more than one type of misconduct;

312 (j) supervising a variety of after school activities and monitoring the process  
313 for collecting and handling fees and gate receipts;

314 (k) participating in the school's screening process, including interviews and  
315 the notification of successful and unsuccessful applicants; and

316 (l) any additional specific experiences as defined by the program.

317 (9) The Superintendent may approve a culminating experience proposal that  
318 does not meet the requirements of Subsection (7) to pilot innovative or alternative  
319 practice if:

320 (a) a Board-approved education leadership licensure program and a partner  
321 LEA submit a joint proposal to the Superintendent; and

322 (b) the proposal is for a maximum of two years.

323 (10) The Superintendent shall report the results of a pilot described in  
324 Subsection (9)(a) to the Board after completion.

325 **R277-505-[5]6. [~~District-Specific and Charter School-Specific Administrator~~**  
326 **Standards]LEA-specific Competency-based License for Education Leadership**  
327 **Area of Concentration.**

328 ~~[A. A local school board may request a district-specific educator license and~~  
329 ~~Administrative license area of concentration permitting a person with outstanding~~  
330 ~~professional qualifications to serve in a position for which that license or area of~~  
331 ~~concentration is required, including all areas listed in R277-505-4.~~

332 ~~—— B. In order to receive an educator license in a district-specific Administrative~~  
333 ~~license area of concentration, a district shall make a request using a USOE-~~  
334 ~~approved form.~~

335 ~~—— C. The candidate shall:~~

336 ~~—— (1) hold a Bachelors degree from an accredited institution of higher education.~~

337 ~~—— (2) have a record of documented, demonstrated success in a managerial role.~~

338 ~~—— (3) take a USOE-approved school leadership test which shall be used to~~  
339 ~~inform and guide continuing professional development; and~~

340 ~~—— (4) complete a one-year supervised administrative experience under the~~  
341 ~~supervision of a licensed and trained administrative mentor assigned by the~~  
342 ~~employing school district or charter school. The candidate shall be issued a letter~~  
343 ~~of authorization by the USOE during the year of supervision.~~

344 ~~—— D. At the end of the supervised year, the employing district or charter school~~  
345 ~~shall request that a district or charter school-specific Administrative license area of~~  
346 ~~concentration be awarded by the USOE.~~

347 ~~—— E. The district-specific Administrative license area of concentration shall be~~

348 valid only in the employing district/charter school for the duration of the individual's  
349 employment:

350 ~~—— F. The completed Administrative license area of concentration shall qualify  
351 the school district or charter school to receive professional staff costs.~~

352 ~~—— G. The USOE may receive and investigate, or both, complaints about district-  
353 specific or charter school-specific administrators. Investigations shall be conducted  
354 by the Utah Professional Practices Advisory Commission and action may be taken  
355 consistent with Section 53A-6-405, Denial of license, and Section 53A-6-501,  
356 Disciplinary action against educator.~~

357 ~~—— H. Individuals who receive district-specific or charter school-specific  
358 administrative license areas of concentration shall be subject to professional  
359 development requirements established by local boards or charter schools.]~~

360 An LEA may request an LEA-specific competency-based license for an  
361 education leadership area of concentration under Subsection R277-503-4D for an  
362 individual if the individual has successfully completed:

363 (1) a master's degree or more advanced degree; and

364 (2) a Board-approved education leadership test.

365 **R277-505-[6]7. [Reciprocity for Administrative Credentials]Miscellaneous**  
366 **Provisions.**

367 [A. An applicant for a Utah administrative area of concentration shall submit  
368 documentation of successful completion of an administrative program that meets  
369 Utah administrative requirements of R277-505-4.

370 ~~—— B. The requirements of R277-505-4 may be satisfied, at the discretion of the  
371 USOE, by administrative experience in another state.~~

372 ~~—— C. The USOE may require out-of-state applicants to pass a state-approved  
373 administrative test, if such a test is required of in-state applicants.]~~

374 (1) The Superintendent shall work with LEAs and Board-approved licensure  
375 programs to create a second-tier principal credential that may be earned by an  
376 individual employed as a principal or vice-principal.

377 (2) In the first year of employment as an education leader, an individual shall  
378 complete a one school year mentoring experience established and supervised by the

379 employing LEA in consultation with a Board-approved education leadership program  
380 that includes criteria identified in R277-522-3A and B, as applied to education  
381 leaders.

382 (3) An individual employed for the first time as a Utah school principal or  
383 vice-principal after June 30, 2019 in a school district shall complete the second-tier  
384 principal credential within the first three years of employment as a principal or vice-  
385 principal.

386 (4) An individual holding a Utah Administrative/Supervisory (K-12) license  
387 area of concentration shall be considered to hold an education leadership license  
388 area of concentration and the second-tier principal credential for all licensure  
389 purposes.

390 (5) The Superintendent shall work with LEAs and Board-approved licensure  
391 programs to develop additional second-tier leadership credentials intended to  
392 provide specialized skills for individuals holding an education leadership license area  
393 of concentration.

394 **KEY: professional competency, teacher certification, accreditation**

395 **Date of Enactment or Last Substantive Amendment: [~~August 9, 2010~~2016]**

396 **Notice of Continuation: [~~August 14, 2012~~2016]**

397 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-6-101(1);**  
398 **53A-6-101(2); 53A-1-401(3)**