

R277. Education, Administration.

R277-307. Teacher Leader.

R277-307-1. 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) Section 53E-6-902, which requires the Board to:

(i) define the role of a teacher leader; and

(ii) establish the minimum criteria for a teacher to qualify as a teacher leader; and

(c) 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.

(2) The purpose of this rule is to:

(a) define the role of a teacher leader; and

(b) establish the minimum criteria for a teacher to qualify as a teacher leader.

R277-307-2. Definitions.

(1) "Teacher" has the same meaning as defined in Subsection 53E-6-902(1).

(2) "Teacher leader" has the same meaning as defined in Subsection 53E-6-902(2).

R277-307-3. Minimum Criteria for a Teacher Leader.

An LEA may designate a teacher as a teacher leader if the teacher:

(1) has a professional educator license;

(2)(a) has an educator evaluation effectiveness rating of effective or highly effective for at least the two years prior to being designated as a teacher leader; or

(b) has a successful or equivalent evaluation rating using a local board-approved evaluation system for at least the two years prior to being designated as a teacher leader;

(3) demonstrates competence in working with adult learners and peers;

(4) demonstrates:

(a) consistent leadership;

- (b) focused collaboration;
- (c) distinguished teaching; and
- (d) a commitment to ongoing professional growth; and
- (5) is recommended by the building administrator to be designated as a teacher leader.

R277-307-4. Roles of a Teacher Leader.

(1) A teacher leader may exhibit leadership in a school through formally or informally designated responsibilities.

(2) A teacher leader shall maintain the teacher leader's assignment as a classroom teacher while exercising appropriate leadership responsibilities, consistent with this section.

(3) A teacher leader may perform the following functions:

(a) Professional learning lead, including:

- (i) generally supporting school-based professional learning; or
- (ii) serving as a learning designed or facilitator for professional learning activities;

(b) Formally trained and recognized mentor, including:

- (i) modeling effective instructional strategies for other teachers;
- (ii) training, supervising, and mentoring:

(A) student teachers;

(B) new teachers; or

(C) teachers that supervise student teachers; or

(iii) coaching the development of effective instruction;

(c) Lead or master teacher, including:

(i) guiding other educators in collecting, understanding, analyzing, and interpreting student-achievement data and using those findings to improve instruction;

(ii) leading efforts to modify or improve curriculum; or

(iii) facilitating and coordinating professional learning communities;

(d) Education policy advocate, including:

(i) positively contributing to informed decisions made by policy makers; or

(ii) sharing information with colleagues regarding impact of policy on classroom practices;

(e) School outreach lead, including:

(i) leading specific school improvement initiatives; or

(ii) acting as a liaison for community projects; or

(f) Education ambassador, including:

(i) networking within and beyond local, state, and national education organizations; or

(ii) serving on task forces, committees, and advisory boards.

(4) An LEA may provide additional incentives to teacher leaders for fulfilling the responsibilities outlined in this section, including:

(a) a pay increase, bonus, or other financial incentive; or

(b) a reduction in the teacher leader's regular classroom workload.

KEY: teacher, leader, qualification

Date of Last Change: January 11, 2022

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-902; 53E-3-401(4)