

R277-505 received final approval by the Utah State Board of Education on February 4, 2021. R277-505 will be published in the March 1, 2021 Utah State Bulletin, subject to a 30-day comment period, with a first possible effective date of April 7, 2021.

R277. Education, Administration.

~~[R277-505. Education Leadership License Areas of Concentration and Programs.~~

~~R277-505-1. Authority and Purpose.~~

~~_____ (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) Section 53E-6-201, which permits the Board to issue certificates for educators; and~~

~~_____ (c) Subsection 53E-3-401(4), which allows the Board to adopt rules in accordance with its responsibilities.~~

~~_____ (2) The purpose of this rule is to:~~

~~_____ (a) specify the requirements for education leadership license areas of concentration;~~

~~_____ (b) provide standards and procedures for district-specific and charter school-specific education leadership license areas of concentration; and~~

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

~~R277-505-2. Definitions.~~

~~_____ (1) "Education leadership license area of concentration" means the initial credential issued by the Board that authorizes a holder to be employed in a position that requires the license holder to administer educational programs or supervise educators in improving educational practices and outcomes within the public education system, including the administration and supervision of a school.~~

~~_____ (2) "Internship" means an on-site supervised experience in an accredited public or private school or other approved location.~~

~~_____ (3) "Level 2 license" means a Utah professional educator license issued to an applicant after the Level 2 applicant:~~

~~_____ (a) completes all requirements for a Level 1 license;~~

~~_____ (b) completes the requirements under R277-522 for a teacher whose employment~~

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~~as a Level 1 licensed educator began after January 1, 2003 in a Utah public or accredited private school;~~

~~—— (c) completes:~~

~~—— (i) at least three years of successful education experience in a Utah public LEA or accredited private school; or~~

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

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

~~—— (d) completes additional requirements established by law or rule;~~

~~—— (4) "Level 3 license" means a Utah professional educator license issued to an educator who:~~

~~—— (a) holds a current Utah Level 2 license; and~~

~~—— (b) receives:~~

~~—— (i) National Board Certification;~~

~~—— (ii) a doctorate in:~~

~~—— (A) education; or~~

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

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

~~—— (B) currently holds American Speech-Language Hearing Association (ASHA) certification.~~

~~—— (5) "LEA governing board" means:~~

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

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

~~R277-505-3. Education Leadership License Area of Concentration Positions.~~

~~—— (1) An LEA shall determine the various positions and settings in which an individual must hold an Education Leadership license area of concentration in accordance with the~~

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~~requirements of Sections:~~

~~—— (a) 53G-5-405;~~

~~—— (b) 53G-4-301;~~

~~—— (c) 53E-6-306;~~

~~—— (d) 53E-6-304; and~~

~~—— (e) this Board rule.~~

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

~~R277-505-4. Education Leadership License Area of Concentration Requirements.~~

~~—— (1) Except as provided in Subsection (2), an applicant for an education leadership license area of concentration may be granted an education leadership license area of concentration if the applicant:~~

~~—— (a) holds a master's degree or more advanced degree;~~

~~—— (b) passes a Board-approved education leadership test; and~~

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

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

~~—— (2) The Board may grant an education leadership license area of concentration to an applicant for:~~

~~—— (a) exceptional professional experience, including non-education experience;~~

~~—— (b) exceptional education accomplishments; or~~

~~—— (c) other noteworthy experiences or circumstances.~~

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

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

~~—— (b) an education leadership internship substantially equivalent to the internship required for Board-approved education leadership licensure programs as described in this~~

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rule.

~~R277-505-5. Standards for the Approval of Programs for Education Leadership Licensure.~~

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

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

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

~~—— (c) includes coursework specifically designed to prepare candidates to:~~

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

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

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

~~—— (iv) communicate effectively with parents, community groups, staff, and students;~~

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

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

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

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

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

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

~~(a) clear a USOE fingerprint background check;~~

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

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

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

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

~~(d) have a recommendation from:~~

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

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

~~(e) pass an interview conducted by the program to measure the potential of the individual as an education 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 ten percent of an incoming cohort.~~

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

~~(5) A Board-approved education leadership licensure program is exempt from the entrance requirements in R277-502-3(C)(6).~~

~~(6) For a program applicant accepted on or after January 1, 2017, a Board-approved education leadership licensure program shall require the following opportunities for a program applicant to demonstrate application of knowledge and skills gained through the program in a culminating experience:~~

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

~~(b) participating in all aspects of at least two teacher evaluations using an evaluation~~

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~~system that meets the requirements of:~~

- ~~—— (i) R277-531; or~~
- ~~—— (ii) the LEAs equivalent;~~
- ~~—— (c) participating in all aspects of at least one evaluation of a classified employee;~~
- ~~—— (d) planning, or participating in the planning of, organizing, conducting, and evaluating the effectiveness of a professional development activity for school staff;~~
- ~~—— (e) participating in multiple meetings of more than one school-based learning team;~~
- ~~—— (f) participating in School Community Council meetings including the annual development and evaluation of the School Improvement Plan or the School LAND Trust plan;~~
- ~~—— (g) participating in multiple classroom observations and walk-throughs;~~
- ~~—— (h) participating in multiple IEP and 504 accommodation plan meetings in support of or as the LEA representative;~~
- ~~—— (i) handling multiple cases of student discipline referred to the school office for more than one type of misconduct;~~
- ~~—— (j) supervising a variety of after school activities and monitoring the process for collecting and handling fees and gate receipts;~~
- ~~—— (k) participating in the school's screening process, including interviews and the notification of successful and unsuccessful applicants; and~~
- ~~—— (l) any additional specific experiences as defined by the program.~~
- ~~—— (7) A program applicant shall complete the competencies described in Subsection (6) by participating in one of the following culminating experiences:~~
 - ~~—— (a) employment in an education leadership position where the educator:~~
 - ~~—— (i) supervises other educators and that meets the following requirements:~~
 - ~~—— (ii) is employed half-time or more in the position for a full school year;~~
 - ~~—— (iii) is mentored by a licensed education leader that has been deemed effective or higher by:~~
 - ~~—— (A) an evaluation meeting the standards of R277-531; or~~
 - ~~—— (B) the LEA's equivalent on the educator's most recent evaluation;~~

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~~—— (iv) works a minimum of 100 hours in a minimum of two hour blocks during the regular school day and the regular school year in an elementary school where the educator is not employed if the educator is not employed as an elementary principal or vice principal; and~~

~~—— (v) works a minimum of 100 hours in a minimum of two hour blocks during the regular school day and the regular school year in a secondary school where the educator is not employed if the educator is not employed as a secondary principal or vice principal; or~~

~~—— (b) an internship where the educator:~~

~~—— (i) works a minimum of 400 hours of supervised clinical experiences, excluding additional hours required by a university for seminars or discussion sessions within the required hours;~~

~~—— (ii) works a minimum of 300 of the required hours in a school setting which offers the opportunity of working with:~~

~~—— (A) students, faculty, classified employees, parents, and patrons; and~~

~~—— (B) a licensed principal that has been deemed effective or higher by:~~

~~—— (I) an evaluation system meeting the standards of R277-531; or~~

~~—— (II) the LEA's equivalent on the principal's most recent evaluation;~~

~~—— (iii) works the remainder of the required internship hours in a school district office; at the USOE; with a Board approved agency; or in another Board approved program or school setting;~~

~~—— (iv) works the majority of the school level supervised experience completed during the regular school day and in concentrated blocks of a minimum of two hours each when students are present;~~

~~—— (v) works a minimum of 150 hours in an elementary school;~~

~~—— (vi) works a minimum of 150 hours in a secondary school; and~~

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

~~—— (8) The Superintendent may approve a culminating experience proposal that does~~

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~~not meet the requirements of Subsection (6) to pilot innovative or alternative practice if:~~

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

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

~~—— (9) The Superintendent shall report the results of a pilot described in Subsection (8)(a) to the Board after completion.~~

~~R277-505-6. LEA-specific Competency-based License for Education Leadership Area of Concentration.~~

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

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

~~—— (2) a Board-approved education leadership test.~~

~~R277-505-7. Education Leadership Tier Two Credentials.~~

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

~~—— (2) In the first year of employment as an education leader, an individual shall complete a one school year mentoring experience established and supervised by the employing LEA in consultation with a Board-approved education leadership program that includes criteria identified in R277-522-3A and B, as applied to education leaders.~~

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

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

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

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

~~**Date of Enactment or Last Substantive Amendment: May 23, 2016**~~

~~**Notice of Continuation: March 30, 2016**~~

~~**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6; 53E-3-401]**~~