

1 **R277. Education, Administration.**

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

3 **R277-305-1. Authority and Purpose.**

4 (1) This rule is authorized by:

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

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

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

10 (2) The purpose of this rule is to:

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

13 (b) specify the standards which the Board expects of a school leadership
14 preparation program prior to program approval.

15 **R277-305-2. Definitions.**

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

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

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

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

- 27 (2) The requirements for a professional school leadership license area of
28 concentration shall include:
- 29 (a) a master's degree or more advanced degree;
30 (b) passage of a school leadership assessment approved by the Superintendent;
31 and
- 32 (c)(i) recommendation from a Board-approved school leadership preparation
33 program; or
- 34 (ii) subject to Subsection (3), a valid school leadership license in another jurisdiction
35 under the NASDTEC interstate agreement.
- 36 (3) Prior to being awarded a school leadership license area of concentration, an
37 applicant that holds a valid school leadership license in another jurisdiction under the
38 NASDTEC interstate agreement as described in Subsection (2)(c)(ii) shall complete:
- 39 (a) at least one year of school leadership experience in that state; or
40 (b) a school leadership preparation program reasonably equivalent to a Board-
41 approved school leadership preparation program.

42 **R277-305-4. School Leadership Preparation Programs**

- 43 (1) Prior to approval by the Superintendent, a preparation program for school
44 leadership shall:
- 45 (a) demonstrate how it will prepare candidates to meet the Utah educational
46 leadership Standards described in R277-530;
- 47 (b) subject to Subsection (2), establish weighted entry requirements that consider
48 prior leadership experiences of applicants and are designed to select high quality
49 candidates to enter the licensure program;
- 50 (c) include school-based clinical experiences for a candidate to observe, practice
51 skills, and reflect on school leadership that:
- 52 (i) are significant in number, depth, breadth, and duration;
53 (ii) are progressively more complex;
54 (iii) occur in multiple schools;

- 55 (iv) include working with both elementary and secondary teachers and students; and
56 (v) occur throughout the preparation program;
57 (d) require the demonstration of competency in:
58 (i) properly utilizing data, including student performance data, to evaluate educator
59 and school performance and provide actionable information to educators to improve
60 instruction;
61 (ii) facilitating educator use of technology to support and meaningfully supplement
62 the learning of students;
63 (iii) collaborating with all stakeholder groups to create a shared vision, mission, and
64 goals for a school;
65 (iv) implementing the shared vision, mission, and goals for a school:
66 (A) as a principal; and
67 (B) as an assistant principal supporting the school principal;
68 (v) communicating effectively with parents, community groups, staff, and students;
69 (vi) recognizing effective and ineffective instructional practice in order to ensure
70 authentic learning and assessment experiences for all students;
71 (vii) implementing a multi-tiered system of supports in individual classrooms and the
72 school as a whole;
73 (viii) counseling and coaching educators in relation to the educator's evaluation,
74 professional learning, and student performance to improve the educator's practice;
75 (ix) understanding the laws and legal ramifications surrounding school leadership
76 decisions and practices, including application of the IDEA;
77 (x) ensuring a safe, secure, emotionally protective, and healthy school environment,
78 including the prevention of bullying and youth suicide;
79 (xi) establishing and maintaining a school culture that supports inquiry, risk-taking,
80 innovation, and learning of both students and teachers; and
81 (xii) connecting management operations, policies, and resources to the vision and
82 values of the school.
83 (2) Beginning on January 1, 2020, the entry requirements described in Subsection

84 (1)(b) shall require an individual entering a Board-approved education leadership licensure
85 program to:

86 (a) clear a USBE fingerprint background check;

87 (b) hold a Utah professional educator license;

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

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

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

91 (d) have a confidential recommendation from:

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

93 (ii) an LEA-level administrator with knowledge regarding the individual's potential as

94 a school leader; and

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

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

100 (4) For a program applicant accepted on or after January 1, 2020, an -approved
101 school leadership licensure program shall require multiple opportunities for a program
102 applicant to successfully demonstrate application of knowledge and skills gained through
103 the program in one or more clinical experiences in each of the following competencies:

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

107 (b) administering all aspects of a teacher evaluation system that meets the
108 requirements of:

109 (i) R277-531; or

110 (ii) the LEA's equivalent;

111 (c) administering all aspects of an evaluation system for a classified employee;

112 (d) planning, organizing, conducting, and evaluating the effectiveness of a

- 113 professional learning activity for school staff;
114 (e) supporting or overseeing a school-based learning team;
115 (f) working with a School Community Council, including the annual development and
116 evaluation of the School Improvement Plan and the School LAND Trust plan;
117 (g) performing classroom observations and walk-throughs for the purpose of
118 improving instruction;
119 (h) acting as the LEA representative in IEP and 504 accommodation plan meetings;
120 (i) handling cases of student discipline referred to the school office;
121 (j) supervising school activities and monitoring the process for collecting and
122 handling fees and gate receipts; and
123 (k) implementing a school's screening and hiring process, including interviews and
124 the notification of successful and unsuccessful applicants.

125 **R277-305-5 Superintendent Responsibilities.**

- 126 (1) The Superintendent shall ensure that the model mentoring program required
127 under Rule R277-308 includes induction for new school leaders.
128 (2) The Superintendent shall explore the adoption of a performance-based school
129 leadership assessment and make related recommendations to the Board by September 1,
130 2020.
131 (3) The Superintendent shall include a list of resources for potential school
132 leadership candidates to help them prepare for school leadership on the Utah Leading
133 through Effective and Dynamic Education website.
134 (4) The Superintendent shall implement a network for principal support in order to
135 provide all school principals with opportunities to collaborate with each other across LEAs.
136 (5) The Superintendent shall create a depository of school principal learning
137 resources that can be utilized by LEAs in the Utah Leading through Effective and Dynamic
138 Education website.

139 **KEY:** school leadership license, program

140 Date of Enactment or Last Substantive Amendment:

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

142 201