



# COMMITTING TO ETHICAL LEADERSHIP TOOLKIT

*Toolkit 5 in the Utah Educational Leadership Toolkit Series*

Prepared for Utah Leading through Effective, Actionable, and Dynamic Education (ULEAD)

November 2019

In this toolkit, Hanover Research and ULEAD explore strategies and resources that current and aspiring school principals can utilize to meet the criteria outlined in Strand 5: Ethical Leadership of the Utah State Standards for Educational Leadership.



# TABLE OF CONTENTS

<b>Executive Summary .....</b>	<b>3</b>
INTRODUCTION .....	3
OVERVIEW .....	4
AUDIENCE .....	4
<b>Act Professionally In and Out of School .....</b>	<b>5</b>
MODEL APPROPRIATE BEHAVIOR AND DEMEANOR AT SCHOOL .....	5
REMAIN AWARE OF YOUR STATUS AS A PUBLIC FIGURE .....	8
<b>Hold to an Established Code of Ethics .....</b>	<b>12</b>
COMPLY WITH UTAH EDUCATOR PROFESSIONAL STANDARDS .....	12
PRIORITIZE STUDENTS IN ALL DECISIONS AND POLICIES .....	13

# EXECUTIVE SUMMARY

## INTRODUCTION

This toolkit provides guidance and resources to support current and aspiring school principals in developing their personal capacity for leadership and meeting the criteria outlined in the **Utah State Standards for Educational Leadership** (located [here](#)). Specifically, this toolkit is designed to develop current and aspiring principals' skills and knowledge related to **Strand 5: Ethical Leadership**.

### Utah's Educational Leadership Strand 4: Community Engagement



*Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.*

**Standard 5.1:** Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

**Standard 5.2:** Model and promote professional attributes of integrity, fairness, transparency, and trust.

**Standard 5.3:** Comply and act in accordance with the Utah Educator Professional Standards described in Board Rule R277-515.

**Standard 5.4:** Place students at the center of education and accept responsibility in partnership with parents, faculty, and students for each student's academic success and well-being.

Source: Utah State Board of Education<sup>1</sup>

Research shows that—aside from teachers—**school principals are the most influential school-based factor in promoting student achievement.**<sup>2</sup> Specifically, research finds that principals account for a quarter—on average—of their school's overall impacts on student achievement outcomes. Likewise, research observes that differences in student achievement up to 20 percentage points may occur when a school has an "above-average principal" rather than an "average principal."<sup>3</sup>

**Effective principals are integral to their school's success.**<sup>4</sup> Research shows that effective principals positively impact the mission and vision of their schools and student and staff outcomes.<sup>5</sup> In particular, effective principals are more likely to retain qualified and effective teachers, which helps drive student achievement.<sup>6</sup> More broadly, research shows that "it takes multiple in-school factors coming together to significantly improve student achievement on a larger scale" and "that principals are in a unique position to bring those factors together."<sup>7</sup> The impact of having an effective principal is greater in schools facing more challenges. Researchers find "no documented instances[...]where troubled schools are turned around if they do not have a talented leader."<sup>8</sup>

Indeed, it is accurately and "widely believed that a good principal is the key to a successful school" given the many roles they fill: instructional leader, staff evaluator, lead disciplinarian, overseer of daily operations, school representative to families and the community, and more.<sup>9</sup> Principals are integral to all aspects of their school's operations, from the quality of the teachers to the instructional strategies used with students to the overall school climate.<sup>10</sup>

As such, principals require an array of knowledge and skills to act as effective change agents, instructional leaders, and personnel managers.<sup>11</sup> This **Committing to Ethical Leadership Toolkit**—and the six accompanying toolkits in the *Utah Educational Leadership Toolkit Series*—support Utah’s current and aspiring principals in meeting the demands of the Utah State Standards for Educational Leadership to successfully:<sup>12</sup>

- Shape a vision of academic success for all students, one based on high standards;
- Create a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail;
- Cultivate leadership in others so that teachers and other adults assume their part in realizing the school vision;
- Improve instruction so teachers can teach at their best and students can learn at their utmost; and
- Manage people, data, and processes to foster school improvement.

### Why Utah's Schools Need Strong and Effective Principals

“Everyone remembers a teacher that inspired them. How many people remember their principals? Principals ensure that schools are open, that teachers are receiving the support they need, and that classrooms are environments that will help all students learn.

The strongest model for schools is one in which principals are creative, innovative instructional leaders. They find opportunities for teachers to lead. They support teachers in their growth and create a safe space for adults to take risks in their learning. As educators look at what builds a great school, they need to look at the principal. Who is at the helm? What vision have they set for their communities? How have they developed an environment that fosters learning and creativity?

**Students need great teachers, and teachers need great leaders. One can't exist without the other.** Principals bring in opportunities for their communities. They find resources where there weren't any before. They connect families. They find places for children to thrive both in and outside of the classroom.

”

Source: U.S. Department of Education<sup>13</sup>

## OVERVIEW

This toolkit:

- ✓ Describes **important behaviors and thought processes that principals should model** at school to encourage professionalism and ethical behavior;
- ✓ Explores **principals' status as public figures** whose professional and personal behavior should always uphold stakeholders' confidence in their leadership;
- ✓ Highlights **Utah-specific rules and regulations for conduct** and **other codes of ethics** that principals should follow to be successful in their leadership roles; and
- ✓ Investigates actions and mindsets to ensure that principals fulfill their most important professional and ethical commitment—**to act in the best interests of students.**

## AUDIENCE

This toolkit is designed to support current and aspiring school principals across the state of Utah in meeting the criteria outlined in the Utah State Standards for Educational Leadership, particularly in relation to **Strand 5: Ethical Leadership.**

# ACT PROFESSIONALLY IN AND OUT OF SCHOOL

## MODEL APPROPRIATE BEHAVIOR AND DEMEANOR AT SCHOOL

When principals are able to act ethically and professionally in their work and encourage their staffs to do the same, they minimize the potential for destructive elements or challenging dynamics to form within the school community while also creating conditions that promote employees' sense of safety and value as part of a "healthy and thriving organization."<sup>14</sup> In fact, ethical behavior and professionalism practiced by managerial staff and supervisors within a given workplace (e.g., principals in schools) are major influences on the health, professional behavior, and ethics of a larger institution.<sup>15</sup> Consequently, **school principals must conform to established standards of professionalism and ethical conduct and embrace their role as a model of professionalism and ethics for teachers and students at school.**<sup>16</sup>

### Professionalism and Ethics Start at the Top

“Professionalism” is the conduct, aims, or qualities that characterize or mark a profession or professional person. It implies there is a quality of workmanship or service. But in reality, it is more about ethical behavior in the workplace. Every organization knows that a professional and ethical reputation is the difference between success and failure, and they seek to keep those staff who are the most professional. Ethical professionals work for organizations whose values align with their own.

At the organizational level, it is not enough to offer codes of conduct, training, reporting, and review programs, no matter how thorough or sophisticated, if management does not adhere to or promote them. These are tools rather than solutions. **The solutions come from leaders using the tools and showing others how to do the same.** This takes practice, reinforcement, and collaboration at all levels of an organization. The result will be a culture of ethics that permeates the organization from top to bottom.

Source: OpenStax | Rice University<sup>17</sup>

Indeed, one of the most—if not the most—important reference point regarding professional and ethical behavior in a school is the principal, who serves as the lead supervisor of school staff and the primary decisionmaker around school operations.<sup>18</sup> This requires principals to be attentive and conscientious in all of their words and actions in order to foresee and analyze the potential ramifications of important decisions they make, as well as any potential dilemmas that could arise from their work with students, staff, and families. Similarly, principals should truly commit themselves to the mission, vision, and strategic goals of their schools to provide those they serve with the best service possible. Being a professional requires a "duty" orientation and a "customer" orientation.<sup>19</sup>

Great principals are those who claim responsibility for their schools' successes and challenges and work with students, staff, and families to build on successes and confront challenges.<sup>20</sup> Therefore, through their words and actions, principals should promote student achievement and well-being,

### LEARN MORE

Watch the videos below to learn more about professionalism and ethical leadership:

- ["Concepts Unwrapped | Ethical Leadership, Part 1: Perilous at the Top"](#) – McCombs School of Business, University of Texas-Austin
- ["Concepts Unwrapped | Ethical Leadership, Part 2: Best Practices"](#) – McCombs School of Business, University of Texas-Austin
- ["Being A Professional: Dale Atkins at TEDxYouth@EHS"](#) – TEDx Youth
- ["6 Traits of a True Professional"](#) – Mind Tools

acknowledge the professional expertise of teachers and other school staff (e.g., guidance counselors, administrative assistants, coaches), and work with families and the community to bolster school-based programming.<sup>21</sup> Essentially, principals must articulate and live "a clear vision of what they want from everyone in the[ir] school" community, including high expectations of student and staff performance and a commitment to inclusion, trust, respect, and collaboration.<sup>22</sup>

### Key Principles of Professionalism and Ethical Leadership for Principals

PRINCIPLE	DESCRIPTION
 <p><b>Personal Courage</b></p>	While it seems that the challenges that schools are facing increase by the day, it is still the case that in order to create a positive educational environment, principals must be willing to stand up against policies that they feel are not helpful for their students, rising against local, state, and national interests as needed. Dissenting opinions must be expressed, even in the face of the principal's own superiors (e.g., superintendent, school board).
 <p><b>Public Interest Ahead of Self</b></p>	What is best for students and staff must be placed ahead of the needs of the individual leader. In this case the public interest is understood to be the interest of the school community, and the stakeholders therein. Their opinions and needs should always precede the self-interests of the principal or any one person.
 <p><b>Self-Control, Self-Discipline, and Integrity</b></p>	All types of leadership essentially include these three traits in order to be considered ethical. Followers in the wider community look to school leaders in all capacities, and as such, it is necessary for principals to be positive role models and forces in the lives of the stakeholders. However, relationships between principals and stakeholders should not rely too heavily on trust, but rather, they should be built on mutual respect and ethical actions.
 <p><b>Task and Employee Centeredness</b></p>	Principals must create a foundation of success that draws from the strengths of the teachers and staff who interact with students. Successful principals focus on both the needs of students and the needs of staff when they make decisions. The key is balancing energy between the current task while also creating unity by building on the varied needs of students and teachers.
 <p><b>Recognizing Talent</b></p>	Ethical leaders recognize the talent of their followers. This means that principals identify both staff and students who display qualities of excellence and recognize and promote those individuals in ways that create goodwill among all members of the school community. The other side of recognizing talent is maximizing it by placing people where their talents are most useful to everyone. This affords opportunities to both individuals and to the organization as a whole.
 <p><b>Requiring High Ethics from All</b></p>	Principals need to concern themselves with both their own ethical standards and with the ethical standards of others in their organization. That includes not only teachers and staff, but extends to students, parents, and community members. These standards must be communicated clearly and enforced without exception to be effective.
 <p><b>Sensitivity and Understanding</b></p>	This applies to the political, social, and economic environment of the stakeholders in the school settings. Sensitivity and understanding are necessary in order to practice equity among members of the school community, and this practice must be implemented through educational as well as institutional policies.
 <p><b>Inclusiveness</b></p>	A sense of belonging is key to gaining trust within an organization, and trust is a driving factor in success in any context—but especially within the educational context. Inclusiveness requires that all stakeholders be brought into the process of making and implementing decisions. Consideration of and respect for members of the organization has been shown to motivate followers and lift morale, thereby increasing school performance and effectiveness.

Source: *The Advocate*<sup>23</sup>

### What Kind of Principal Do Stakeholders Want?

To be an ethical and professional principal, it is helpful to have an idea of what students, teachers, and other stakeholders expect of you in your role as a school leader. The links below provide a series of "Dear New Principal" letters that aspiring and current principals may wish to reflect on as they conceive of the kinds of principals they want to be for their schools.

- ["A Letter to My New Principal"](#) – Edutopia | George Lucas Educational Foundation
- ["An Open Letter to a New Principal"](#) – Principal
- ["A Letter to My New Principal"](#) – Association for Supervision and Curriculum Development
- ["If You're Thinking About Becoming a Principal, You Should Read This Letter"](#) – Education Post

Source: Multiple<sup>26</sup>

Importantly, principals must recognize that professionalism and ethics extend beyond doing what is "right" rather than doing what is "wrong" as it relates to their outlined job responsibilities. Practicing professionalism and ethical behavior means that principals may need to extend themselves beyond the print descriptions of their job responsibilities by proactively seeking solutions to student, staff, and school problems before they grow unmanageable and by operating with a "the buck stops here" mentality.<sup>24</sup> Accountability as a school leader is of the utmost importance, as students, staff, families, and community members depend on principals to protect students' best interests, allocate resources equitably to serve those interests, and respect the contributions of others serving students' interests.<sup>25</sup>

At the same time, principals should embrace their role as the standard-bearer for appropriate professional practice and ethical behavior at their schools. Indeed, principals act as role models to the teachers and non-instructional staff they oversee, and students, families, and community members also take cues from principals on what behaviors are acceptable and desirable and which are not.<sup>27</sup> Thus, if a principal appears dedicated to the work, stakeholders will recognize that they too should be dedicated to the school's stated educational mission. Similarly, if principals are fair and consistent in applying rules and regulations, teachers and other staff members will be more likely to do the same.<sup>28</sup>

Therefore, **principals must set clear expectations and guidelines for student and staff behavior, act out expected and desired behaviors themselves, and seek mechanisms by which to reinforce professional and ethical behavior and deter unprofessional or unethical behavior.**<sup>29</sup> Consequently, principals should make the following behaviors regular aspects of their professional demeanor and actions to best model professionalism and ethical behavior for students, staff, families, and community members:<sup>30</sup>

- **Strive for Excellence:** This is the first rule to achieving greatness in whatever endeavor a principal undertakes, and it can help make that principal's work stand out. Excellence is a quality of service which is unusually good and so surpasses ordinary standards. Thus, it should be made a habit for principals to make a good impression on all school stakeholder groups.
- **Be Trustworthy:** Trustworthiness is about fulfilling an assigned task and, by extension, meeting or exceeding expectations for that task. Trustworthy principals are dependable and reliable when called upon to deliver a service or make a decision. In order to earn the trust of stakeholders, reliability and integrity must be proven over time.
- **Be Accountable:** To be accountable is for a principal to stand tall and be counted for what actions they have undertaken. This means that principals are blameworthy for bad decisions and responsible for good ones. Principals must accept and respond to the consequences of their actions: positive, negative, and anywhere in-between.
- **Be Courteous and Respectful:** Courteousness is being friendly, polite, and well-mannered with a gracious consideration towards others. It makes social interactions in the workplace run smoothly, avoids conflicts, and helps principals earn respect. Respect is a positive feeling of esteem or deference for a person or organization. It is built over time, but it can also be lost with one inconsiderate or misguided action. Continued courteous interactions and thoughtful decision-making are essential to maintain or increase respect.

- **Be Honest, Open, and Transparent:** Honesty is a facet of moral character that connotes positive and virtuous attributes such as truthfulness, straightforwardness of conduct, loyalty, fairness, sincerity, and openness in communication. This is a virtue highly prized in the workplace, and it builds trust in principals and increases their value to stakeholders.
- **Be Competent and Improve Continually:** Competence is the ability of an individual to do a job properly. It is a combination of knowledge, skills, and behaviors used to improve performance. Competency grows through experience and to the extent one is willing to learn and adapt. Continuous self-development is a pre-requisite in principals offering the best professional service possible at all times.
- **Be Ethical:** Ethical behavior is acting within certain moral codes in accordance with the generally accepted code of conduct or rules. It is always safe for a principal to "play by the rules" and to expect others to do the same. This is always the best policy, and in instances where established policies are inadequate, acting with a clear moral conscience is the right way to go. This may cause friction in some organizations, but ethical organizations will always stand by the right moral decisions and actions of their employees.
- **Be Respectful of Confidentiality:** Confidentiality is following the set of rules or promises that restricts a principal from unauthorized dissemination of information. Over the course of their career, principals will receive information about staff and students in confidence from any number of originating sources, and it is important that principals share said information only on a "need-to-know" basis.

On the following page, the "**Professionalism and Ethics Self-Evaluation Scale**" lists ten statements on which principals can rate themselves to gauge and reflect on the current prevalence of professional and ethical behaviors that they practice. While this tool is not all-inclusive, the recorded items serve as a foundational launching point for new and current principals to self-evaluate their professionalism and ethical behavior as they relate to the role of school leadership.

## REMAIN AWARE OF YOUR STATUS AS A PUBLIC FIGURE

Outside of school hours and off a given school's campus, **principals must recognize that they are leaders within the larger community and public figures that may face heightened scrutiny in their personal "off-the-clock" behavior.** As such, they "must maintain standards of exemplary professional conduct" both at school functions and in their informal interactions with the community.<sup>31</sup> Principals always exist in the public domain, and their actions directly and indirectly impact all constituencies associated with their school, from current to future students, from teaching staff to maintenance staff, and from families to community members.<sup>32</sup> The larger school community needs to have faith that its leader is a responsible, ethical, and driven professional who will devote themselves to the core mission of a given school or district.<sup>33</sup>

### A Professional at Work and Outside of Work

*“ Principals represent their school district and should do so at all times in a professional manner. This includes being mindfully aware that they are still a school employee even outside of school hours. For educators, professionalism includes personal appearance and dressing appropriately. It also includes how they talk and act both inside and outside of school. In many communities, it includes what they do outside of school and whom they have relationships with. As a school employee, principals must keep in mind that they represent their school and district in everything that they do.*

*Principals must be aware that they are almost always being watched by staff, students, families, and other community members. As a role model and authority figure for children and educators, how principals carry themselves matters. Their actions can always be scrutinized.*

Source: ThoughtCo.<sup>34</sup>



## Professionalism and Ethics Self-Evaluation Scale

**Directions:** Using the scales below, principals can rate themselves on key aspects of their professional behavior and ethics as they relate to their roles as school leaders. Principals should read each statement and assign themselves a numerical value based on how well or how often they perform each behavior. Scores of "1" represent minimal adherence to the behavior, whereas scores of "10" indicate total and consistent adherence to the behavior.

1. I listen attentively and am receptive to feedback from students, staff, families, and community members.

1      2      3      4      5      6      7      8      9      10

2. I respond to the questions and inquiries of students, staff, families, and community members in a respectful and timely manner.

1      2      3      4      5      6      7      8      9      10

3. I involve students, staff, families, and community members in the decision-making process at my school.

1      2      3      4      5      6      7      8      9      10

4. I impose hard orders on students, staff, families, and community members based on my own policymaking and decision-making processes.

1      2      3      4      5      6      7      8      9      10

5. I communicate transparently and frequently with district leaders, students, staff, families, and community members about the challenges facing my school.

1      2      3      4      5      6      7      8      9      10

6. I motivate students and teachers to work hard toward success.

1      2      3      4      5      6      7      8      9      10

7. I acknowledge and learn from my mistakes based on feedback from district leaders, students, staff, families, and community members.

1      2      3      4      5      6      7      8      9      10

8. I act and speak respectfully to district leaders, students, staff, families, and community members at all times.

1      2      3      4      5      6      7      8      9      10

9. I am committed to providing the best education possible to the students that attend my school.

1      2      3      4      5      6      7      8      9      10

10. I understand the expectations of my position, as established by my employing district and the governing state education agency.

1      2      3      4      5      6      7      8      9      10

Source: *Global Journal of Human Social Science, Linguistics, and Education*<sup>35</sup>

By their very nature, public schools are "owned" by the municipalities that they serve, giving students, families, and community members a stake in what their local schools do and an interest in the conduct of their principals.<sup>36</sup> Indeed, principals themselves often act as "community leaders for spending extensive time in [their communities,] developing relationships and trust, and knowing firsthand the many challenges confronting" students, families, staff members and citizens.<sup>37</sup> Consequently, this means that principals need to balance their professional and personal behavior with how the various constituencies of a given school community can interpret those behaviors.<sup>38</sup>

**Principal Responsibilities that Foster Student Achievement and Public Confidence**

<b>AFFIRMATION</b> The principal recognizes accomplishments and acknowledges failures.	<b>CHANGE AGENCY</b> The principal actively challenges the status quo when necessary.	<b>CONTINGENT REWARDS</b> The principal recognizes and rewards individual accomplishments.
<b>COMMUNICATION</b> The principal establishes strong lines of communication with and among stakeholders.	<b>CULTURAL STEWARDSHIP</b> The principal fosters shared beliefs and a sense of community and cooperation.	<b>DISCIPLINE</b> The principal shields staff and students from issues that detract from teaching and learning.
<b>FLEXIBILITY</b> The principal adapts their leadership behavior situationally and manages dissent.	<b>FOCUS</b> The principal establishes clear goals and keeps them at the forefront of school operations.	<b>IDEALS AND BELIEFS</b> The principal communicates and works from strong ideals and beliefs about education.
<b>INPUT</b> The principal involves stakeholders in important decisions and policy-making.	<b>INTELLECTUAL STIMULATION</b> The principal keeps staff aware of best practices and current theory via professional learning.	<b>INVOLVEMENT IN INSTRUCTIONAL DESIGN</b> The principal is directly involved in the design and delivery of curriculum and instruction.
<b>PEDAGOGICAL KNOWLEDGE</b> The principal is well-versed in instructional theory and curriculum standards.	<b>MONITORING AND EVALUATION</b> The principal conducts ongoing assessment of the effectiveness of school practices.	<b>OPTIMIZATION</b> The principal inspires and leads new innovations with existing resources.
<b>ORDER</b> The principal establishes a transparent set of standard procedures and routines.	<b>OUTREACH</b> The principal is an advocate and spokesperson for the school in all contexts.	<b>RELATIONSHIPS</b> The principal is aware of the personal aspects and qualities of stakeholders.
<b>RESOURCES</b> The principal provides their staff with materials and guidance to successfully perform their jobs.	<b>SITUATIONAL AWARENESS</b> The principal is aware of school-community dynamics and uses this knowledge strategically.	<b>VISIBILITY</b> The principal has quality contact and interactions with all stakeholders.

Source: Education Partnerships, Inc.<sup>39</sup>

An unethical or unprofessional action in public can strain the reputation that a principal has built for themselves at their school and within the larger community.<sup>40</sup> Consequentially, **principals need to authentically and dynamically apply their leadership and professional demeanors—even in public spaces—to uphold stakeholders' confidence in their talents and commitment to students.**<sup>41</sup> In particular, principals will need to act with rationality, poise, integrity, objectivity, and empathy in all non-school interactions they have with stakeholders.<sup>42</sup> Principals "have the obligation to know, walk, and talk" like principals whether they are in the main office, walking through the cafeteria, attending a sporting event, or running into a group of students at a restaurant.<sup>43</sup>

**Responsibilities of a Principal at Work and in Public**

RESPONSIBILITY	DESCRIPTION
 <p><b>As a Human Being</b></p>	<p>Principals tend to act from an ethos of caring, respect, and compassion for the students, families, staff, and communities for which they work. They believe that honesty, integrity, equity, justice, inclusivity, and the dignity and well-being of individuals and groups are paramount in any decisions they make or actions they take as principals.</p>
 <p><b>As a Citizen and Public Servant</b></p>	<p>Principals recognize that they are citizens of the school communities in which they work and public servants working for their schools. Thus, they act for the common good of their schools and stakeholders and seek to uphold the rights and privileges of students, families, staff, and community members. Democratic decision-making and collaboration are deeply embedded in the school culture.</p>
 <p><b>As an Educator</b></p>	<p>Principals must support teachers in understanding the curricula of their assigned subjects and grades and developing strong instructional skills to deliver impactful learning experiences to students. In addition, principals should encourage teachers to get to know their students to better create authentic learning that applies directly to students' lives and interests.</p>
 <p><b>As an Educational Administrator</b></p>	<p>Principals establish policies and structures to ensure that all students have the opportunity to learn to their utmost in a safe, secure, and stimulating learning environment. All decisions—about academic programming, budgets, staffing, safety, and building operations—are made in the best interest of the students.</p>
 <p><b>As an Educational Leader</b></p>	<p>Principals strive to inspire others to reach for higher standards of achievement and to transform their school community for the better. The principal sets the tone for students, staff, families, and community members in terms of cooperation, hard work, and commitment to fulfill the outlined vision, mission, and goals of their school and the larger district.</p>

Source: *International Journal of Education Policy and Leadership*<sup>44</sup>

## HOLD TO AN ESTABLISHED CODE OF ETHICS

### COMPLY WITH UTAH EDUCATOR PROFESSIONAL STANDARDS

As a necessary component of their work in the state of Utah, **principals must adhere to the Utah Educator Professional Standards described in Board Rule R277-515 of the Utah Administrative Code.** The standards outline specific responsibilities and expectations that Utah educators—including principals—should follow and defines those behaviors which will result in disciplinary action. The full listing of standards is [available here](#) via the Utah Office of Administrative Rules, though this toolkit also includes a printable reference version of Rule 277-515 for principals to keep on hand (see pp. 16-21).<sup>45</sup>

Given the volume of language in Board Rule 277-515, it may also be helpful for current and aspiring Utah principals to consider other conceptualizations of professionalism and codes of ethics generated by prominent educational organizations. Reviewing such codes will help principals collate practices that are generally expected of educators as a group and, more specifically, principals as a distinct group.<sup>46</sup> Likewise, familiarity with both the Utah Educator Professional Standards and other codes of ethics will give principals clear guidance and direction on how to conduct themselves in and out of school to achieve a high standard of performance and professionalism.<sup>47</sup> Similarly, knowledge of state standards and ethics in education will help principals make more ethical decisions and avoid potential instances of misconduct, as school leaders will know how they are expected to act in the various facets of their professional work.<sup>48</sup>

Several codes of ethics from major educational associations are recorded beginning below, both for school leaders and educators more generally. While each specific organization and code emphasizes different items, they share several core themes, including:

- Serving students above all else;
- Treating stakeholders with respect;
- Being honest and trustworthy;
- Honoring promises to the community;
- Following norms, rules, and laws; and
- Supporting equity in opportunity.

#### American Association of School Administrators Code of Ethics

The educational leader:

- Makes the education and well-being of students the fundamental value of all decision-making;
- Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner;
- Supports the principle of due process and protects the civil and human rights of all individuals;
- Implements local, state, and national laws;
- Advises the school board and implements the board's policies and administrative rules and regulations;
- Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children;
- Avoids using their position for personal gain via political, social, religious, economic, or other influences;
- Accepts academic degrees or professional certification only from accredited institutions;
- Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development;
- Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties;
- Accepts responsibility and accountability for their own actions and behaviors; and
- Commits to serving others above self.

Source: American Association of School Administrators<sup>49</sup>

### National Education Association Code of Ethics

#### Principle I: Commitment to the Student

The educator strives to help each student realize their potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

#### Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

Source: National Education Association<sup>50</sup>

### Association of American Educators Code of Ethics for Educators

#### Principle I: Ethical Conduct Toward Students

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept responsibility for their actions and choices. Educators strongly affirm families as the primary moral educators of their children. Nevertheless, all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect for the law, for human life, for others, and for self. The professional educator, in accepting a position of public trust, measures success not only by the progress of each student toward realization of their personal potential, but also as a citizen of the greater community of the republic.

#### Principle II: Ethical Conduct Toward Practices and Performance

The professional educator assumes responsibility and accountability for their performance and continually strives to demonstrate competence. The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law and by demonstrating personal integrity.

#### Principle III: Ethical Conduct Toward Professional Colleagues

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

#### Principle IV: Ethical Conduct Toward Parents and Community

The professional educator pledges to protect public sovereignty over public education and private control of private education. The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators and that a cooperative effort is essential among these groups to attain that goal.

Source: Association of American Educators<sup>51</sup>

## PRIORITIZE STUDENTS IN ALL DECISIONS AND POLICIES

**School principals must always maintain focus on the most important aspect of their jobs: the students who attend their schools.** Without students, schools would have no reason to exist, and principals would need to find work in a different profession.<sup>52</sup> At the same time, serving the "best interests of the student" is the heart of the ethical and professional codes by which principals should operate.<sup>53</sup> Consequently, every action a principal takes and word they speak should serve the best interests of students in some manner, whether to improve curriculum and instruction, close achievement gaps, communicate better with families, or establish a safe and secure school campus.<sup>54</sup>

High-performing schools and the principals that helm them have "a clear ability to focus on student learning and limit the number of initiatives they undertake" to those that will have the greatest impacts on students.<sup>55</sup> Because principal leadership is intrinsically linked to student outcomes, principals should be intentional in describing how their decisions, actions, and communications benefit students. Doing so helps stakeholders understand the rationale behind

specific policies and procedures and establishes principals' accountability for students' academic achievement and their physical and emotional well-being.<sup>56</sup> Principals need to put students' interests at the forefront to truly be ethical leaders, and it should be evident to students, staff, families, and the community that a principal's priorities around student outcomes are reflected in their execution of their duties as a school leader.<sup>57</sup>

### A Professional at Work and Outside of Work

“ Not all who write about the importance of the study of ethics in educational administration discuss the needs of children; however, a focus on students is clearly consistent with the backbone of the profession. Other professions often have one basic principle driving the profession. In medicine, it is 'First, do not harm.' In law, it is the assertion that all clients deserve 'zealous representation.' In educational administration, **if there is a moral imperative for the profession, it is to serve the 'best interests of the student.'** Consequently, this idea must lie at the heart of any professional paradigm for educational leaders at all levels. ”

Source: Educational Management Administration and Leadership<sup>58</sup>

As the "ultimate authority" in a given school, **the principal must wield their influence and decision-making power to ignite an organization-wide commitment to supporting students via high-quality curricula and instruction and a safe, secure, and hospitable learning environment.**<sup>59</sup> Specifically, as a principal takes concerted actions or engages in targeted collaborations with stakeholders (e.g., staff, families, community partners), they should always return to how those actions and collaborations can positively impact students.<sup>60</sup> Such a mindset is integral to being a strong and ethical leader, as students, staff, families, and community members alike will first look to the principal on the school's intended plan for serving students' many developmental, social-emotional, and academic needs.<sup>61</sup>

### Principal Actions That Display Prioritization of Students' Best Interests

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Creating and sustaining a commonly accepted vision and mission for school and student performance</li> <li><input type="checkbox"/> Supporting teachers with professional development and providing collaborative time within and across grade levels</li> <li><input type="checkbox"/> Creating physically, emotionally, and cognitively safe learning environments</li> <li><input type="checkbox"/> Leading schools in a way that places student and adult learning at the center</li> <li><input type="checkbox"/> Setting high expectations and standards for the academic, social, emotional, and physical development of all students</li> <li><input type="checkbox"/> Managing data and knowledge to inform decisions and measure progress of student, adult, and school performance</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging deeply with teachers on student performance data and instructional quality</li> <li><input type="checkbox"/> Efficiently managing resources, such as human capital, time, and funding</li> <li><input type="checkbox"/> Developing strong and respectful relationships with families, communities, and local stakeholders with an interest in supporting high student academic achievement</li> <li><input type="checkbox"/> Demanding content and instruction that ensure student achievement of agreed-upon standards</li> <li><input type="checkbox"/> Creating a culture of continuous learning for adults tied to student learning and other school goals</li> <li><input type="checkbox"/> Acting in a professional and ethical manner</li> </ul> |
|--|--|

Source: National Association of Elementary School Principals<sup>62</sup>

On the following page, the "**Keeping Students at the Center Reflection Guide**" presents a series of discussion questions that principals can consider themselves or in conversations with other stakeholders. Specifically, these questions are written to elicit consideration about the impacts of school decision-making and policies as they relate to students. Using this tool, principals can ensure that they maintain a clear focus on the best interests of students in all that they do.



## Keeping Students at the Center Reflection Guide

Directions: Principals and their collaborating school and district leaders can use the questions presented below to guide decision-making and policymaking to ensure that students' needs are always considered. Specifically, these questions will help principals reflect on potential impacts to students that may result from any given action item.

 What are the biggest challenges confronting this school's students at this point in time (e.g., academics, bullying, etc.)?

 What solutions are best for the students regarding these particular challenges?

 What do *teachers* think are the best courses of action to support students with these challenges?

 What do *families* think are the best courses of action to support students with these challenges?

 What do *non-instructional staff* think are the best courses of action to support students with these challenges?

 What do *community members* think are the best courses of action to support students with these challenges?

 What do *students* themselves think are the best courses of action to support them with these challenges?

 How do the perceptions about what is best for students align between different stakeholder groups? How do they diverge?

 Is there any existing research or policy guidance that can inform our school on how to support students with these challenges?

 What might be the potential *positive* impacts on students' academic achievement and physical and emotional well-being as a result of this decision?

 What might be the potential *negative* impacts on students' academic achievement and physical and emotional well-being as a result of this decision?

Source: TeachThought<sup>63</sup>



## Rule 277-515: Utah Education Professional Standards Reference Sheet

**Description:** This document records the entirety of Rule 277-515 (Utah Educator Professional Standards) of the Utah Administrative Code. Principals should keep this document in a visible or easily accessible location for reference, as self-guidance, and to support their staff.

### R277-515-1. AUTHORITY AND PURPOSE

- (1)** This rule is authorized by:
- (a) Utah Constitution Article X, Section 3, which vests the general control and supervision of the public schools in the Board;
  - (b) Subsection 53E-3-501(1)(a), which directs the Board to make rules regarding the certification of educators;
  - (c) Title 53E, Chapter 6, Educator Licensing and Professional Practices Act, which provides all laws related to educator licensing and professional practices; and
  - (d) 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) establish statewide standards for public school educators that provide notice to educators and prospective educators and notice and protection to public school students and parents;
  - (b) recognize that licensed public school educators are professionals and, as such, should share common professional standards, expectations, and role model responsibilities; and
  - (c) distinguish behavior for which educators shall receive license discipline from behavior that all Utah educators should aspire to and for which license discipline shall be initiated only in egregious circumstances or following a pattern of offenses.

### R277-515-2. DEFINITIONS

- (1)(a)** "Boundary violation" means crossing verbal, physical, emotional, and social lines that an educator must maintain in order to ensure structure, security, and predictability in an educational environment.
- (1)(b)** A "boundary violation" may include the following, depending on the circumstances:
- (i) isolated, one-on-one interactions with students out of the line of sight of others;
  - (ii) meeting with students in rooms with covered or blocked windows;
  - (iii) telling risqué jokes to or in the presence of a student;
  - (iv) employing favoritism to a student;
  - (v) giving gifts to individual students;
  - (vi) educator initiated frontal hugging or other uninvited touching;
  - (vii) photographing individual students for a non-educational purpose or use;
  - (viii) engaging in inappropriate or unprofessional contact outside of educational program activities;
  - (ix) exchanging personal email or phone numbers with a student for a non-educational purpose or use;
  - (x) interacting privately with a student through social media, computer, or handheld devices; and
  - (xi) discussing an educator's personal life or personal issues with a student.
- (1)(c)** "Boundary violations" does not include:
- (i) offering praise, encouragement, or acknowledgment;
  - (ii) offering rewards available to all who achieve;
  - (iii) asking permission to touch for necessary purposes;
  - (iv) giving pats on the back or a shoulder;
  - (v) giving side hugs;
  - (vi) giving handshakes or high fives;
  - (vii) offering warmth and kindness;
  - (viii) utilizing public social media alerts to groups of students and parents; or
  - (ix) contact permitted by an IEP or 504 plan.
- (2)(a)** "Conviction" means the final disposition of a judicial action for a criminal offense, except in cases of a dismissal on the merits.
- (2)(b)** "Conviction" includes:
- (i) a finding of guilty by a judge or jury;
  - (ii) a guilty or no contest plea; and
  - (iii) a plea in abeyance.

**R277-515-2. DEFINITIONS (CONTINUED)**

- (3)** "Core Standard" means a statement:
- (a) of what a student enrolled in a public school is expected to know and be able to do at a specific grade level or following completion of an identified course; and
  - (b) established by the Board in Rule R277-700 as required by Section 53E-3-501.
- (4)** "Diversion agreement" means an agreement between a prosecutor and defendant entered into prior to a conviction delaying prosecution of a criminal charge for a specified period of time and contingent upon the defendant satisfying certain conditions.
- (5)(a)** "Educator" or "professional educator" means a person who currently holds a Utah educator license, held a license at the time of an alleged offense, is an applicant for a license, or is a person in training to obtain a license.
- (5)(b)** "Professional educator" does not include a paraprofessional, a volunteer, or an unlicensed teacher in a classroom.
- (6)** "Illegal drug" means a substance included in:
- (a) Schedules I, II, III, IV, or V established in Section 58-37-4;
  - (b) Schedules I, II, III, IV, or V of the federal Controlled Substances Act, Title II, Pub. L. No. 91-513; or
  - (c) any controlled substance analog.
- (7)** "Grooming" means befriending and establishing an emotional connection with a child or a child's family to lower the child's inhibitions for emotional, physical, or sexual abuse.
- (8)** "LEA" or "local education agency" for purposes of this rule includes the Utah Schools for the Deaf and the Blind.
- (9)** "License applicant" means a person who is applying for:
- (a) an initial license; or
  - (b) renewal of a license.
- (10)** "Licensing discipline" means a sanction, including an admonition, a letter of warning, a written reprimand, suspension of license, revocation of license, or other appropriate disciplinary measure, for violation of a professional educator standard.
- (11)** "Misdemeanor offense," for purposes of this rule, does not include Class C or lower violations of Title 41, Utah Motor Vehicle Code.
- (12)** "Plea in abeyance" means a plea of guilty or no contest that is not entered as a judgment or conviction but is held by a court in abeyance for a specified period of time.
- (13)** "Pornographic or indecent material" shall have the same meaning as defined in Subsection 76-10-1235(1)(a).
- (14)** "School-related activity" means any event, activity, or program:
- (a) occurring at the school before, during, or after school hours; or
  - (b) that a student attends at a remote location as a representative of the school or with the school's authorization, or both.
- (15)** "Stalking" means the act of intentionally or knowingly engaging in a course of conduct directed at a specific person as defined in Section 76-5-106.5.
- (16)(a)** "Under the influence of alcohol or an illegal drug" means that a person:
- (i) is under the influence of alcohol, an illegal drug, or the combined influence of alcohol and drugs to a degree that renders the person incapable of effectively working in a public school;
  - (ii) has sufficient alcohol in the person's body that a subsequent chemical test shows that the person has a blood or breath alcohol concentration of .08 grams or greater at the time of the test; or
  - (iii) has a blood or breath alcohol concentration of .08 grams or greater during work hours at a public school.
- (16)(b)** An educator is presumed to be "under the influence of alcohol or an illegal drug" if the educator refuses a lawful request, made with reasonable suspicion by the educator's LEA, to submit to a drug or alcohol test.
- (17)** "Utah Professional Practices Advisory Commission" or "UPPAC" means an advisory commission established to assist and advise the Board in matters relating to the professional practices of educators, as established by Section 53E-6-501.
- (18)** "Weapon" means any item that in the manner of its use or intended use is capable of causing death or serious bodily injury.

**R277-515-3. EDUCATOR AS A ROLE MODEL OF CIVIC AND SOCIETAL RESPONSIBILITY**

- (1)** The professional educator is responsible for compliance with federal, state, and local laws.
- (2)** The professional educator shall familiarize himself or herself with professional ethics and is responsible for compliance with applicable professional standards.
- (3)** Failing to strictly adhere to Subsection (4) shall result in licensing discipline in accordance with Rule R277-215.
- (4)** The professional educator, upon receiving a Utah educator license:
  - (a) may not be convicted of any felony or misdemeanor offense that adversely affects the individual's ability to perform an assigned duty and carry out the responsibilities of the profession, including role model responsibility;
  - (b) may not be convicted of or commit any act of violence or abuse, including physical, sexual, or emotional abuse of any person;
  - (c) may not commit any act of cruelty to a child or any criminal offense involving a child;
  - (d) may not be convicted of a stalking crime;
  - (e) may not possess or distribute an illegal drug or be convicted of any crime related to an illegal drug, including a prescription drug not specifically prescribed for the individual;
  - (f) may not engage in conduct of a sexual nature described in Section 53E-6-603;
  - (g) may not be convicted of or subject to a diversion agreement for a sex-related or drug-related offense;
  - (h) may not provide to a student or allow a student under the educator's supervision or control to consume an alcoholic beverage or unauthorized drug;
  - (i) may not attend school or a school-related activity in an assigned employment-related capacity while possessing, using, or under the influence of alcohol or an illegal drug;
  - (j) may not intentionally exceed the prescribed dosage of a prescription medication while at school or a school-related activity;
  - (k) shall cooperate in providing all relevant information and evidence to the proper authority in the course of an investigation by a law enforcement agency or by the Division of Child and Family Services regarding potential criminal activity, except that an educator may decline to give evidence against himself or herself in an investigation if the evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment of the U.S. Constitution;
  - (l) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services pursuant to Sections 53E-6-701 and 62A-4a-409 and comply with rules and LEA policy regarding the reporting of suspected child abuse;
  - (m) shall strictly adhere to state laws regarding the possession of a firearm while on school property or at a school-sponsored activity and enforce an LEA policy related to student access to or possession of a weapon;
  - (n) may not solicit, encourage, or consummate an inappropriate relationship, whether written, verbal, or physical, with a student or minor;
  - (o) may not engage in grooming of a student or minor;
  - (p) may not:
    - (i) participate in sexual, physical, or emotional harassment towards any public school-age student or colleague; or
    - (ii) knowingly allow harassment toward a student or colleague;
  - (q) may not make inappropriate contact in any communication, including written, verbal, or electronic, with a minor, student, or colleague, regardless of age or location;
  - (r) may not interfere or discourage a student's or colleague's legitimate exercise of political and civil rights, acting consistent with law and LEA policy;
  - (s) shall provide accurate and complete information in a required evaluation of himself or herself, another educator, or student, as directed, consistent with the law;
  - (t) shall be forthcoming with accurate and complete information to an appropriate authority regarding known educator misconduct that could adversely impact performance of a professional responsibility, including a role model responsibility, by himself or herself, or another;
  - (u) shall provide accurate and complete information required for licensure, transfer, or employment purposes;
  - (v) shall provide accurate and complete information regarding qualifications, degrees, academic or professional awards or honors, and related employment history when applying for employment or licensure;
  - (w) shall notify the Superintendent at the time of application for licensure of past license disciplinary action or license discipline from another jurisdiction;
  - (x) shall notify the Superintendent honestly and completely of past criminal convictions at the time of the license application and renewal of licenses;
  - (y) shall provide complete and accurate information during an official inquiry or investigation by LEA, state, or law enforcement personnel; and
  - (z) shall report an arrest, citation, charge, or conviction to the educator's LEA in accordance with Section R277-516-3.
- (5)** An LEA shall report violations described in Subsection (4) to UPPAC.

**R277-515-3. EDUCATOR AS A ROLE MODEL OF CIVIC AND SOCIETAL RESPONSIBILITY (CONTINUED)**

- (6)(a)** Failure to adhere to this Subsection (6) may result in licensing discipline in accordance with Rule R277-215.
- (6)(b)** A penalty shall be imposed, most readily, if an educator has received a previous documented warning from the educator's employer.
- (6)(c)** An educator may not:
- (i) exclude a student from participating in any program or deny or grant any benefit to any student on the basis of race, color, creed, sex, national origin, marital status, political or religious belief, physical or mental condition, family, social, or cultural background, or sexual orientation; and
  - (ii) may not engage in conduct that would encourage a student to develop a prejudice on the grounds described in Subsection (6)(c)(i) or any other, consistent with the law.
- (6)(d)** An educator shall maintain confidentiality concerning a student unless revealing confidential information to an authorized person serves the best interest of the student and serves a lawful purpose, consistent with:
- (i) 53E-9-202, Utah Family Educational Rights and Privacy Act; and
  - (ii) the Federal Family Educational Rights and Privacy Acts, 20 U.S.C. Sec. 1232g and 34 CFR Part 99.
- (6)(e)** Consistent with Title 67, Chapter 16, Utah Public Officers' and Employees' Ethics Act, Section 53E-3-512, and rule, a professional educator:
- (i) may not accept a bonus or incentive from a vendor or potential vendor or a gift from a parent of a student or a student where there may be the appearance of a conflict of interest or impropriety;
  - (ii) may not accept or give a gift to a student that would suggest or further an inappropriate relationship;
  - (iii) may not accept or give a gift to a colleague that is inappropriate or furthers the appearance of impropriety;
  - (iv) may accept a donation from a student, parent, or business donating specifically and strictly to benefit a student;
  - (v) may accept, but not solicit, a nominal appropriate personal gift for a birthday, holiday, or teacher appreciation occasion, consistent with LEA policy and Title 67, Chapter 16, Utah Public Officers' and Employees' Ethics Act;
  - (vi) may not use the educator's position or influence to:
    - (A) solicit a colleague, student, or parent of a student to purchase equipment, supplies, or services from the educator or participate in an activity that financially benefits the educator unless approved in writing by the LEA; or
    - (B) promote an athletic camp, summer league, travel opportunity, or other outside instructional opportunity from which the educator receives personal remuneration and that involve students in the educator's school system, unless approved in writing consistent with LEA policy and rule; and
  - (vii) may not use school property, a facility, or equipment for personal enrichment, commercial gain, or for personal uses without express supervisor permission.

**R277-515-4. EDUCATOR RESPONSIBILITY FOR MAINTAINING A SAFE LEARNING ENVIRONMENT AND EDUCATIONAL STANDARDS**

- (1)** A professional educator maintains a positive and safe learning environment for a student and works toward meeting an educational standard required by law.
- (2)(a)** Failure to strictly adhere to this Subsection (2) shall result in licensing discipline in accordance with Rule R277-215.
- (2)(b)** The professional educator, upon receiving a Utah educator license:
- (i) shall take prompt and appropriate action to prevent harassment or discriminatory conduct toward a student or school employee that may result in a hostile, intimidating, abusive, offensive, or oppressive learning environment;
  - (ii) shall resolve a disciplinary problem according to law, LEA policy, and local building procedures and strictly protect student confidentiality and understand laws relating to student information and records;
  - (iii) shall supervise a student appropriately at school and a school-related activity, home or away, consistent with LEA policy and building procedures and the age of the students;
  - iv) shall take action to protect a student from any known condition detrimental to that student's physical health, mental health, safety, or learning;
  - (v)(A) shall demonstrate honesty and integrity by strictly adhering to all state and LEA instructions and protocols in managing and administering a standardized test to a student consistent with Section 53E-4-312 and Rule R277-404; (B) shall cooperate in good faith with a required student assessment; (C) shall submit and include all required student information and assessments, as required by statute and rule; and (D) shall attend training and cooperate with assessment training and assessment directives at all levels;
  - (vi) may not use or attempt to use an LEA computer or information system in violation of the LEA's acceptable use policy for an employee or access information that may be detrimental to young people or inconsistent with the educator's role model responsibility;
  - (vii) may not knowingly possess, while at school or any school-related activity, any pornographic or indecent material in any form;
  - (viii) may not knowingly use school equipment to view, create, distribute, or store pornographic or indecent material in any form; and
  - (ix) may not knowingly use, view, create, distribute, or store pornographic or indecent material involving children.
- (3)** An LEA shall report violations of Subsection (2) to UPPAC.

**R277-515-4. EDUCATOR RESPONSIBILITY FOR MAINTAINING A SAFE LEARNING ENVIRONMENT AND EDUCATIONAL STANDARDS (CONTINUED)**

- (4)(a)** Failure to adhere to this Subsection (4) may result in licensing discipline in accordance with Rule R277-215.
- (4)(b)** A penalty shall be imposed, most readily, if an educator has received a previous documented warning from the educator's employer.
- (4)(c)** A professional educator:
- (i) shall demonstrate respect for a diverse perspective, idea, and opinion and encourage contributions from a broad spectrum of school and community sources, including a community whose heritage language is not English;
  - (ii) shall use appropriate language, eschewing profane, foul, offensive, or derogatory comments or language;
  - (iii) shall maintain a positive and safe learning environment for a student;
  - (iv) shall make appropriate use of technology by:
    - (A) involving students in social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy;
    - (B) maintaining separate professional and personal virtual profiles;
    - (C) respecting student privacy on social media; and
    - (D) taking appropriate and reasonable measures to maintain confidentiality of student information and education records stored or transmitted through the use of electronic or computer technology;
  - (v) shall work toward meeting an educational standard required by law;
  - (vi) shall teach the objectives contained in a Core Standard;
  - (vii) may not distort or alter subject matter from a Core Standard in a manner inconsistent with the law;
  - (viii) shall use instructional time effectively consistent with LEA policy; and
  - (ix) shall encourage a student's best effort in an assessment.

**R277-515-5. PROFESSIONAL EDUCATOR RESPONSIBILITY FOR COMPLIANCE WITH LEA POLICY**

- (1)(a)** Failure to strictly adhere to this Subsection (1) shall result in licensing discipline in accordance with Rule R277-215.
- (1)(b)** A professional educator:
- (i) understands, respects, and does not violate appropriate boundaries:
    - (A) established by ethical rules and school policy and directive in teaching, supervising, and interacting with a student or colleague; and
    - (B) described in Subsection R277-515-2(1); and
  - (ii) shall conduct financial business with integrity by honestly accounting for all funds committed to the educator's charge, as school responsibilities require, consistent with LEA policy.
- (2)** An LEA shall report violations of Subsection (1) to UPPAC.
- (3)(a)** Failure to adhere to this Subsection (3) may result in licensing discipline in accordance with Rule R277-215.
- (3)(b)** A penalty shall be imposed most readily, if an educator has received a previous documented warning from the educator's employer.
- (3)(c)** The professional educator:
- (i) understands and follows a rule and LEA policy;
  - (ii) understands and follows a school or administrative policy, procedure, or documented directive specific to a rule or policy;
  - (iii) resolves a grievance with a student, colleague, school community member, and parent professionally, with civility, and in accordance with LEA policy; and
  - (iv) follows LEA policy for collecting money from a student, accounting for all money collected, and not commingling any school funds with personal funds.

**R277-515-5. PROFESSIONAL EDUCATOR RESPONSIBILITY FOR COMPLIANCE WITH LEA POLICY**

- (1)(a)** Failure to strictly adhere to this Subsection (1) shall result in licensing discipline in accordance with Rule R277-215.
- (1)(b)** A professional educator:
- (i) understands, respects, and does not violate appropriate boundaries:
    - (A) established by ethical rules and school policy and directive in teaching, supervising, and interacting with a student or colleague; and
    - (B) described in Subsection R277-515-2(1); and
  - (ii) shall conduct financial business with integrity by honestly accounting for all funds committed to the educator's charge, as school responsibilities require, consistent with LEA policy.
- (2)** An LEA shall report violations of Subsection (1) to UPPAC.
- (3)(a)** Failure to adhere to this Subsection (3) may result in licensing discipline in accordance with Rule R277-215.

**R277-515-5. PROFESSIONAL EDUCATOR RESPONSIBILITY FOR COMPLIANCE WITH LEA POLICY (CONTINUED)**

**(3)(b)** A penalty shall be imposed most readily, if an educator has received a previous documented warning from the educator's employer.

**(3)(c)** The professional educator:

- (i) understands and follows a rule and LEA policy;
- (ii) understands and follows a school or administrative policy, procedure, or documented directive specific to a rule or policy;
- (iii) resolves a grievance with a student, colleague, school community member, and parent professionally, with civility, and in accordance with LEA policy; and
- (iv) follows LEA policy for collecting money from a student, accounting for all money collected, and not commingling any school funds with personal funds.

**R277-515-6. PROFESSIONAL EDUCATOR CONDUCT**

**(1)** A professional educator exhibits integrity and honesty in relationships with an LEA administrator or personnel.

**(2)(a)** Failure to adhere to this Subsection (2) may result in licensing discipline in accordance with Rule R277-215.

**(2)(b)** A penalty shall be imposed most readily, if an educator has received a previous documented warning from the educator's employer.

**(2)(c)** The professional educator:

- (i) shall communicate professionally and with civility with a colleague, school and community specialist, administrator, and other personnel;
- (ii) shall maintain a professional and appropriate relationship and demeanor with a student, colleague, school community member, and parent;
- (iii) may not promote a personal opinion, personal issue, or political position as part of the instructional process in a manner inconsistent with law;
- (iv) shall express a personal opinion professionally and responsibly in the community served by the school;
- (v) shall comply with an LEA policy, supervisory directive, and generally-accepted professional standard regarding appropriate dress and grooming at school and at a school-related event;
- (vi) shall work diligently to improve the educator's own professional understanding, judgment, and expertise;
- (vii) shall honor all contracts for a professional service;
- (viii) shall perform all services required or directed by the educator's contract with the LEA with professionalism consistent with LEA policy and rule; and
- (ix) shall recruit another educator for employment in another position only within a LEA timeline and guideline.

**R277-515-7. VIOLATIONS OF PROFESSIONAL ETHICS**

**(1)** This rule establishes standards of ethical decorum and behavior for licensed educators in the state.

**(2)** Beginning in the 2018-19 school year, to obtain a license or renew a license issued by the Board, a license applicant shall review this rule and execute a form as part of the licensure or renewal process verifying that the educator:

- (a) has read R277-515 and R277-516; and
- (b) understands that the educator's conduct is governed by R277-515 and R277-516.

**(3)** An LEA shall:

- (a) annually train educators employed by the LEA on the Utah Educator Professional Standards described in Rules R277-515 and R277-516; and
- (b) provide written assurance of the training described in Subsection (3)(a) in accordance with R277-108.

**(4)** Provisions of this rule do not prevent, circumvent, replace, nor mirror criminal or potential charges that may be issued against a professional educator.

**(5)** The Board and Superintendent shall adhere to the provisions of this rule in licensing and disciplining a licensed Utah educator.

**(6)** Reporting and employment provisions related to professional ethics are provided in:

- (a) Section 53G-11-406;
- (b) Section 53E-6-604;
- (c) Section 53G-8-503; and
- (d) Section R277-516-7.

Source: Utah Office of Administrative Rules<sup>64</sup>

- 
- <sup>1</sup> Figure text quoted verbatim, with minor adaptations, from: "Utah State Standards for Educational Leadership." Utah State Board of Education, May 2018. pp. 1–5.  
<https://www.schools.utah.gov/file/b9dc81f1-75ba-4a30-87e1-a0e23008b644>
- <sup>2</sup> Gates, S.M. "A Principal Role in Education." RAND Corporation, November 26, 2014.  
<https://www.rand.org/blog/2014/11/a-principal-role-in-education.html>
- <sup>3</sup> Ikemoto, G., L. Taliadro, and E. Adams. "Playmakers: How Great Principals Build and Lead Great Teams of Teachers." New Leaders, November 2012. p. 5. <https://newleaders.org/wp-content/uploads/2016/09/Playmakers.pdf>
- <sup>4</sup> "Effective Principals = School and District Success." WestEd. <https://www.wested.org/effective-principals-school-district-success/>
- <sup>5</sup> "Supporting and Retaining Effective Principals." Center on Great Teachers and Leaders, American Institutes for Research, May 2015. p. 1.  
[https://gtlcenter.org/sites/default/files/Snapshot\\_Retaining\\_Effective\\_Principals.pdf](https://gtlcenter.org/sites/default/files/Snapshot_Retaining_Effective_Principals.pdf)
- <sup>6</sup> [1] Beteille, T., D. Kalogrides, and S. Loeb. "Effective Schools: Managing the Recruitment, Development, and Retention of High-Quality Teachers." National Center for Analysis of Longitudinal Data in Education Research, American Institutes for Research, December 2009. p. 2.  
<https://files.eric.ed.gov/fulltext/ED509688.pdf> [2] Grissom, J.A. and B. Bartanen. "Strategic Retention: Principal Effectiveness and Teacher Turnover in Multiple-Measure Teacher Evaluation Systems." *American Educational Research Journal*, 56:2, April 2019. p. 514. Accessed via SAGE Journals. [3] Shelton, S. "Preparing a Pipeline of Effective Principals: A Legislative Approach." National Conference of State Legislatures, September 2012. p. 1.  
<http://www.ncsl.org/documents/educ/PreparingaPipelineofEffectivePrincipalsFINAL.pdf>
- <sup>7</sup> Krasnoff, B. "Leadership Qualities of Effective Principals." Northwest Comprehensive Center, Education Northwest, 2015. pp. 1–2. <https://nwcc.educationnorthwest.org/sites/default/files/research-brief-leadership-qualities-effective-principals.pdf>
- <sup>8</sup> [1] "Leadership Matters: What the Research Says About the Importance of Principal Leadership." National Association of Secondary School Principals and National Association of Elementary School Principals, 2013. p. 3. <https://www.naesp.org/sites/default/files/LeadershipMatters.pdf> [2] Shelton, Op. cit., p. 1.
- <sup>9</sup> [1] Branch, G.F. "School Leaders Matter." *Education Next*, 13:1, 2013.  
<https://www.educationnext.org/school-leaders-matter/> [2] Meador, D. "The Role of the Principal in Schools." ThoughtCo, January 14, 2019. <https://www.thoughtco.com/role-of-principal-in-schools-3194583>
- <sup>10</sup> Rowland, C. "Principal Professional Development: New Opportunities for a Renewed State Focus." American Institutes for Research, February 9, 2017. <https://www.air.org/resource/principal-professional-development-new-opportunities-renewed-state-focus>
- <sup>11</sup> Williamson, R. "The Importance of the School Principal." Education Partnerships, Inc., January 9, 2011. pp. 4–7. <https://files.eric.ed.gov/fulltext/ED538828.pdf>
- <sup>12</sup> Bulleted text quoted verbatim, with minor adaptations, from: [1] "The School Principal as Leader: Guiding Schools to Better Teaching and Learning." The Wallace Foundation, January 2013. pp. 4, 6.  
<https://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf> [2] "Leadership Matters: What the Research Says About the Importance of Principal Leadership," Op. cit., pp. 3–4.
- <sup>13</sup> Figure text quoted verbatim, with minor adaptations, from: Perez-Katz, A. "The Power of Principals: Why They Are So Important to Building Great Schools." U.S. Department of Education, October 27, 2015.  
<https://blog.ed.gov/2015/10/the-power-of-principals-why-they-are-so-important-to-building-great-schools/>
- <sup>14</sup> "Promoting Ethical Behavior in the Workplace." Red Flag Reporting, May 16, 2019.  
<https://www.redflagreporting.com/promoting-ethical-behavior-in-the-workplace/>
- <sup>15</sup> Schurr, A. "Ethical Behavior Starts at the Top." Network World, April 24, 2007.  
<https://www.networkworld.com/article/2298100/ethical-behavior-starts-at-the-top.html>
- <sup>16</sup> "Ethics for School Leaders." National Association of Secondary School Principals and National Association of Elementary School Principals, November 2013. p. 1. [https://www.nassp.org/wordpress/wp-content/uploads/2018/07/NASSP\\_position-statement\\_Ethics.pdf](https://www.nassp.org/wordpress/wp-content/uploads/2018/07/NASSP_position-statement_Ethics.pdf)
- <sup>17</sup> Quotation taken verbatim, with minor adaptations, from: "Business Ethics: Becoming an Ethical Professional." OpenStax | Rice University.  
<https://opentextbc.ca/businessethicsopenstax/chapter/becoming-an-ethical-professional/>
- <sup>18</sup> Collins, D. "Ten Tips to Reinforce Ethical Behavior at Work." In Business, July 2009.  
<https://www.ibm.adison.com/In-Business-Madison/July-2009/Ten-Tips-to-Reinforce-Ethical-Behavior-at-Work/>

- 
- <sup>19</sup> De Cremer, D. "6 Traits That Predict Ethical Behavior at Work." *Harvard Business Review*, December 22, 2016. <https://hbr.org/2016/12/6-traits-that-predict-ethical-behavior-at-work>
- <sup>20</sup> "What Makes a Great Principal?" GreatSchools, April 2, 2015. <https://www.greatschools.org/gk/articles/what-makes-a-great-principal-an-audio-slide-show/>
- <sup>21</sup> Rigsbee, C. "What Makes a Principal Great?" *Education Week*, February 18, 2009. [https://www.edweek.org/tm/articles/2009/02/18/021109tln\\_rigsbee.h20.html](https://www.edweek.org/tm/articles/2009/02/18/021109tln_rigsbee.h20.html)
- <sup>22</sup> Neer, M. "Top 5 Traits of a Great Principal." DataWORKS Educational Research, November 20, 2015. <https://dataworks-ed.com/blog/2015/11/top-5-traits-of-a-great-principal/>
- <sup>23</sup> Figure text quoted verbatim, with minor adaptations, from: Lynch, M. "The Eight Principles of Ethical Leadership in Education." *The Edvocate*, September 7, 2015. <https://www.theedadvocate.org/the-eight-principles-of-ethical-leadership-in-education/>
- <sup>24</sup> Leonard, K. "Professional and Ethical Behavior in the Workplace." *Houston Chronicle*, October 25, 2018. <https://smallbusiness.chron.com/professional-ethical-behavior-workplace-10026.html>
- <sup>25</sup> Heibutzki, R. "Model Ethical Conduct in the Workplace." *Career Trend*, July 5, 2017. <https://careertrend.com/model-ethical-conduct-workplace-3973.html>
- <sup>26</sup> Figure adapted from: [1] Bradley, L. "A Letter to My New Principal." *Edutopia* | George Lucas Educational Foundation, July 17, 2015. <https://www.edutopia.org/discussion/letter-my-new-principal> [2] Hall, P. "An Open Letter to a New Principal." *Principal*, March 2009. pp. 8–13. [https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-A\\_p08.pdf](https://www.naesp.org/sites/default/files/resources/2/Principal/2009/M-A_p08.pdf) [3] Foster, A. "A Letter to My New Principal." Association for Supervision and Curriculum Development, July 31, 2014. <http://www.wholechildeducation.org/blog/a-letter-to-my-new-principal> [4] Baldwin, A. "If You're Thinking About Becoming a Principal, You Should Read This Letter." *Education Post*, October 30, 2017. <https://educationpost.org/if-youre-thinking-about-becoming-a-principal-you-should-read-this-letter/>
- <sup>27</sup> "Fact Sheet #7-Performance Standard 7: Professionalism." Georgia Department of Education, July 1, 2017. p. 1. <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20LKES%20Documents/LKES%20Fact%20Sheet/17-18%20LAPS%207%20Fact%20Sheet.pdf>
- <sup>28</sup> Kelly, M. "Qualities of a Good School Principal." *ThoughtCo*, July 31, 2019. <https://www.thoughtco.com/qualities-of-a-good-principal-7653>
- <sup>29</sup> Plante, T.G. "Six Ways to Create a Culture of Ethics in Any Organization." *Psychology Today*, July 1, 2015. <https://www.psychologytoday.com/blog/do-the-right-thing/201507/six-ways-create-culture-ethics-in-any-organization>
- <sup>30</sup> Bulleted text quoted verbatim, with minor adaptations, from: Valente, L. "Nine Golden Rules to Professional Ethics in the Workplace." *LinkedIn*, August 31, 2014. <https://www.linkedin.com/pulse/20140831053426-77080879-10-golden-rules-to-professional-ethics-in-the-workplace>
- <sup>31</sup> "Ethics for School Leaders," *Op. cit.*
- <sup>32</sup> Lynch, *Op. cit.*
- <sup>33</sup> Leonard, *Op. cit.*
- <sup>34</sup> Quotation taken verbatim, with minor adaptations, from: Meador, D. "The Importance of Maintaining Professionalism in Schools." *ThoughtCo*, February 10, 2019. <https://www.thoughtco.com/the-importance-of-maintaining-professionalism-in-schools-3194680>
- <sup>35</sup> "Professionalism and Ethics Self-Evaluation Scale" adapted from: Farah, A.I. "School Management: Characteristics of Effective Principal." *Global Journal of Human Social Science, Linguistics, and Education*, 13:13, 2013. pp. 2–4. [https://globaljournals.org/GJHSS\\_Volume13/2-School-Management-Characteristics.pdf](https://globaljournals.org/GJHSS_Volume13/2-School-Management-Characteristics.pdf)
- <sup>36</sup> "Principal as Instructional Leader." *The Education Alliance*, Brown University, November 11, 2008. p. 34. [https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/uploads/KLOOM\\_pil\\_entire.pdf](https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/uploads/KLOOM_pil_entire.pdf)
- <sup>37</sup> DeMatthews, D.E. "The Principal as Community Advocate." *Education Week*, August 29, 2016. <https://www.edweek.org/ew/articles/2016/08/31/the-principal-as-community-advocate.html>
- <sup>38</sup> Shafer, L. "A Community of Principals." *Harvard Graduate School of Education*, October 8, 2015. <https://www.gse.harvard.edu/news/uk/15/10/community-principals>
- <sup>39</sup> Figure text quoted verbatim, with minor adaptations, from: Williamson, *Op. cit.*, pp. 3–6.
- <sup>40</sup> Huddleston, K. "How to Define Ethical Behavior and Why It's Important in the Workplace." *Work Institute*, December 20, 2017. <https://workinstitute.com/resources/workplace-wisdom-blog/articleid/2248/how-to-define-ethical-behavior-&-why-it-s-important-in-the-workplace>

- 
- <sup>41</sup> Bird, J.J. "Look for Authenticity and Talents in the Principal Selection Process." American Association of School Administrators, October 2009. <https://www.aasa.org/content.aspx?id=6286>
- <sup>42</sup> Day, C. "What Being a Successful Principal Really Means: An International Perspective." *Educational Leadership and Administration*, 19, 2007. p. 21. <https://files.eric.ed.gov/fulltext/EJ819947.pdf>
- <sup>43</sup> [1] Smith, D.W. "Who Is Today's Principal?" Association for Supervision and Curriculum Development, April 25, 2013. <http://www.wholechildeducation.org/blog/who-is-todays-principal> [2] Meador, D. "10 Things Successful School Principals Do Differently." ThoughtCo, January 8, 2019. <https://www.thoughtco.com/things-a-successful-school-principal-does-differently-3194532>
- <sup>44</sup> Figure adapted from: Cherkowski, S., K.D. Walker, and B. Kutsyuruba. "Principals' Moral Agency and Ethical Decision-Making: Toward a Transformational Ethics." *International Journal of Education Policy and Leadership*, 10:5, 2015. pp. 8–11. <https://files.eric.ed.gov/fulltext/EJ1138586.pdf>
- <sup>45</sup> "Utah Administrative Code R277-515. Utah Educator Professional Standards." August 1, 2019. <https://rules.utah.gov/publicat/code/r277/r277-515.htm#T7>
- <sup>46</sup> Spiro, J. "How to Write a Code of Ethics for Business." Inc.Com, February 24, 2010. <https://www.inc.com/guides/how-to-write-a-code-of-ethics.html>
- <sup>47</sup> [1] Gilman, S.C. "Ethics Codes and Codes of Conduct as Tools for Promoting an Ethical and Professional Public Service: Comparative Successes and Lessons." Poverty Reduction and Economic Management (PREM) Network, World Bank, 2005. p. 6. <https://www.oecd.org/mena/governance/35521418.pdf> [2] "B Resource Guide: Creating a Code of Ethics." B Corporation, November 3, 2007. p. 2. [http://nbis.org/nbisresources/human\\_resources/howto\\_create\\_employee\\_code\\_ethics\\_corp.pdf](http://nbis.org/nbisresources/human_resources/howto_create_employee_code_ethics_corp.pdf) [3] Sandford, N. et al. "Insights for Writing a Code of Ethics or Conduct." Wall Street Journal, January 15, 2015. <https://deloitte.wsj.com/riskandcompliance/2015/01/15/insights-for-writing-a-code-of-ethicsconduct/>
- <sup>48</sup> "A Guide to Developing Your Organization's Code of Ethics." Ethics Resource Center, Society for Human Resource Management, 2001. p. 2. <https://www.shrm.org/about-shrm/Documents/organization-coe.pdf>
- <sup>49</sup> Figure text quoted verbatim, with minor adaptations, from: "Code of Ethics." American Association of School Administrators. <https://aasa.org/content.aspx?id=1390>
- <sup>50</sup> Figure text quoted verbatim, with minor adaptations, from: "Code of Ethics." National Education Association, 1975. <http://www.nea.org//home/30442.htm>
- <sup>51</sup> Figure text quoted verbatim, with minor adaptations, from: "Code of Ethics for Educators." Association of American Educators. <https://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics>
- <sup>52</sup> "Principals Reflect on the Best Parts of the Job." Education World. [https://www.educationworld.com/a\\_admin/admin/admin441\\_a.shtml](https://www.educationworld.com/a_admin/admin/admin441_a.shtml)
- <sup>53</sup> Stefkovich, J. and P.T. Begley. "Ethical School Leadership: Defining the Best Interests of Students." *Educational Management Administration and Leadership*, 35:2, 2007. p. 212. <https://www.mnasa.org/cms/lib/MN07001305/Centricity/Domain/211/Robicheau%20Ethical%20Leadership%20Best%20for%20students.pdf>
- <sup>54</sup> Guterman, J. "Where Have All the Principals Gone?: The Acute School-Leader Shortage." Edutopia | George Lucas Educational Foundation, March 23, 2007. <https://www.edutopia.org/where-have-all-principals-gone>
- <sup>55</sup> "Five Strategies for Creating a High-Growth School." Battelle for Kids, 2015. p. 4. [http://www.battelleforkids.org/docs/default-source/publications/soar\\_five\\_strategies\\_for\\_creating\\_a\\_high-growth\\_school.pdf?sfvrsn=2](http://www.battelleforkids.org/docs/default-source/publications/soar_five_strategies_for_creating_a_high-growth_school.pdf?sfvrsn=2)
- <sup>56</sup> "Role of Principal Leadership in Improving Student Achievement." Center for Comprehensive School Reform and Improvement and Reading Rockets, September 2005. <https://www.readingrockets.org/article/role-principal-leadership-improving-student-achievement>
- <sup>57</sup> [1] "Improving Student Achievement." U.S. Department of Education. <https://www.ed.gov/oii-news/improving-student-achievement> [2] Pipkin, C. "Three Keys to Following Through on Your School Improvement Plan." EdSurge, Inc., October 14, 2015. <https://www.edsurge.com/news/2015-10-14-three-keys-to-following-through-on-your-school-improvement-plan>
- <sup>58</sup> Quotation taken verbatim, with minor adaptations, from: Stefkovich and Begley, Op. cit., p. 212.
- <sup>59</sup> [1] "Who Is the School Principal?" Edupedia | The Edvocate. <https://www.theedadvocate.org/edupedia/content/who-is-the-school-principal/> [2] Mendels, P. "The Effective Principal: 5 Pivotal Practices That Shape Instructional Leadership." Learning Forward, February 2012. <https://learningforward.org/journal/february-2012-vol-33-no-1/the-effective-principal/>
- <sup>60</sup> "Effective Traits of Successful Principals." School Improvement Resource Center, Texas Center for District and School Support. p. 1. [http://www.tcdss.net/uploads/resources/docs/Effective\\_Traits-Successful\\_Principals.pdf](http://www.tcdss.net/uploads/resources/docs/Effective_Traits-Successful_Principals.pdf)

---

<sup>61</sup> Meador, D. "Characteristics of a Highly Effective School Principal." ThoughtCo, July 5, 2019. <https://www.thoughtco.com/characteristics-of-a-highly-effective-principal-3194554>

<sup>62</sup> Figure text quoted verbatim, with minor adaptations, from: "Recruiting, Preparing and Building the Capacity of Effective Principals: Eight Evidence-Based Recommendations for Federal Policymaking." National Association of Elementary School Principals. p. 3.

<http://www.naesp.org/sites/default/files/NAESPPolicyBrief8Recommendations.pdf>

<sup>63</sup> "Keeping Students at the Center Reflection Guide" adapted from: "What Effective Principals Do." TeachThought, January 1, 2019. <https://www.teachthought.com/pedagogy/effective-principals/>

<sup>64</sup> "Rule 277-515: Utah Education Professional Standards Reference Sheet" contents taken verbatim, with minor adaptations, from: "Utah Administrative Code R277-515. Utah Educator Professional Standards," Op. cit.