

1 **R277. Education, Administration.**

2 ~~**[R277-530. Utah Effective Educator Standards.**~~

3 ~~**R277-530-1. 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 over 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) Subsections 53E-3-501(1)(a)(i) and (ii), which require the Board to establish rules~~
10 ~~and minimum standards for the qualification and certification of educators and for required~~
11 ~~school administrative and supervisory services.~~

12 ~~—— (2) The purpose of this rule is to establish:~~

13 ~~—— (a) statewide effective teaching standards for Utah public education teachers;~~

14 ~~—— (b) statewide educational leadership standards for Utah public education~~
15 ~~administrators; and~~

16 ~~—— (c) statewide educational school counselor standards for Utah public education~~
17 ~~school counselors.~~

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19 ~~**R277-530-2. Definitions.**~~

20 ~~—— (1) "Educator" means an individual licensed by the Board under Section 53E-6-~~
21 ~~402(8).~~

22 ~~—— (2) "School administrator" means an educator serving in a position that requires a~~
23 ~~Utah Educator License with an Educator Leadership license area of concentration and who~~
24 ~~supervises Level 2 educators.~~

25 ~~—— (3) "The Utah Effective Educator Standards" means:~~

26 ~~—— (a) the Effective Teaching Standards described in R277-530-5;~~

27 ~~—— (b) the Educational Leadership Standards described in R277-530-6; and~~

28 ~~—— (c) the Educational School Counselor Standards described in R277-530-7.~~

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30 ~~**R277-530-3. Board Expectations for Effective Teaching, Educational Leadership, and**~~
31 ~~**Educational School Counselor Standards.**~~

32 ~~—— (1) The Board hereby establishes the Effective Educator Standards as the~~
33 ~~foundation of educator development, which includes:~~

34 ~~—— (a) alignment of teacher and school administrator preparation programs;~~

35 ~~—— (b) expectations for licensure; and~~

36 ~~—— (c) the screening, hiring, induction, and mentoring of beginning teachers, school~~
37 ~~administrators, and other licensed educators.~~

38 ~~—— (2) The Board uses the Effective Educator Standards to direct and ensure the~~
39 ~~implementation of Utah's Core Standards.~~

40 ~~—— (3) The Board relies on the Effective Educator Standards as the basis for an~~
41 ~~evaluation system and tiered licensing system.~~

42 ~~—— (4) The Board's model educator assessment system, for use by LEAs, is based on~~
43 ~~the Effective Educator Standards.~~

44 ~~—— (5) The Board provides resources, including professional learning, which assist~~
45 ~~LEAs in integrating the Effective Educator Standards into educator practices.~~

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47 ~~**R277-530-4. LEA Responsibilities for Effective Educator Standards.**~~

48 ~~—— (1) An LEA shall develop policies to support educators, school administrators, and~~
49 ~~school counselors in implementation of the Effective Educator Standards.~~

50 ~~—— (2) An LEA shall develop professional learning experiences and professional~~
51 ~~learning plans for relicensure using the Effective Educator Standards to assess educator~~
52 ~~progress toward implementation of the standards.~~

53 ~~—— (3) An LEA shall adopt formative and summative educator assessment systems~~
54 ~~based on the Effective Educator Standards to facilitate educator growth toward expert~~
55 ~~practice.~~

56 ~~—— (4) An LEA shall use the Effective Educator Standards as a basis for the~~
57 ~~development of a collaborative professional culture to facilitate student learning.~~

58 ~~_____ (5) An LEA shall implement induction and mentoring activities for beginning teachers~~
59 ~~and school administrators that support implementation of the Effective Educator Standards.~~

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61 **~~R277-530-5. Effective Teaching Standards.~~**

62 ~~_____ (1) The Effective Teaching Standards focus on the high-leverage concepts of:~~

63 ~~_____ (a) personalized learning for diverse learners;~~

64 ~~_____ (b) a strong focus on application of knowledge and skills;~~

65 ~~_____ (c) improved assessment literacy;~~

66 ~~_____ (d) a collaborative professional culture; and~~

67 ~~_____ (e) leadership roles for teachers.~~

68 ~~_____ (2) Utah educators shall demonstrate the following skills and work functions~~
69 ~~designated in the following ten standards:~~

70 ~~_____ (a) Learner Development – An educator understands cognitive, linguistic, social,~~
71 ~~emotional, and physical areas of student development;~~

72 ~~_____ (b) Learning Differences – An educator understands individual learner differences~~
73 ~~and cultural and linguistic diversity;~~

74 ~~_____ (c) Learning Environments – An educator works with learners to create environments~~
75 ~~that support individual and collaborative learning, encouraging positive social interaction,~~
76 ~~active engagement in learning, and self motivation;~~

77 ~~_____ (d) Content Knowledge – An educator understands the central concepts, tools of~~
78 ~~inquiry, and structures of the discipline;~~

79 ~~_____ (e) Assessment – An educator uses multiple methods of assessment to engage~~
80 ~~learners in their own growth, monitor learner progress, guide planning and instruction, and~~
81 ~~determine whether the outcomes described in content standards have been met;~~

82 ~~_____ (f) Instructional Planning – An educator plans instruction to support students in~~
83 ~~meeting rigorous learning goals by drawing upon knowledge of content areas, core~~
84 ~~curriculum standards, instructional best practices, and the community context;~~

85 ~~—— (g) Instructional Strategies — An educator uses various instructional strategies to~~
86 ~~ensure that all learners develop a deep understanding of content areas and their~~
87 ~~connections, and build skills to apply and extend knowledge in meaningful ways;~~

88 ~~—— (h) Reflection and Continuous Growth — An educator is a reflective practitioner who~~
89 ~~uses evidence to continually evaluate and adapt practice to meet the needs of each learner;~~

90 ~~—— (i) Leadership and Collaboration — An educator is a leader who engages~~
91 ~~collaboratively with learners, families, colleagues, and community members to build a~~
92 ~~shared vision and supportive professional culture focused on student growth and success;~~
93 ~~and~~

94 ~~—— (j) Professional and Ethical Behavior — An educator demonstrates the highest~~
95 ~~standards of legal, moral, and ethical conduct as required in the Utah Educator Professional~~
96 ~~Standards described in Rule R277-217.~~

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98 **~~R277-530-6. Educational Leadership Standards.~~**

99 ~~—— (1)(a) The Board expects that school administrators shall meet the standards of~~
100 ~~effective teaching and have the knowledge and skills to guide and supervise the work of~~
101 ~~educators, lead the school learning community, and manage the school's learning~~
102 ~~environment in order to provide effective, high quality instruction to all of Utah's students.~~

103 ~~—— (b) The Educational Leadership Standards focus on:~~

104 ~~—— (i) visionary leadership;~~

105 ~~—— (ii) advocacy for high levels of student learning;~~

106 ~~—— (iii) leading professional learning communities; and~~

107 ~~—— (iv) the facilitation of school and community collaboration.~~

108 ~~—— (2) In addition to meeting the standards of an effective teacher, school administrators~~
109 ~~shall demonstrate the following traits, skills, and work functions designated in the following~~
110 ~~six standards:~~

111 ~~—— (a) Visionary Leadership — A school administrator promotes the success of every~~
112 ~~student by facilitating the development, articulation, implementation, and stewardship of a~~
113 ~~vision of learning that is largely shared and supported by stakeholders;~~

114 ~~—— (b) Teaching and Learning — A school administrator promotes the success of every~~
115 ~~student by advocating, nurturing and sustaining a school focused on teaching and learning~~
116 ~~conducive to student, faculty, and staff growth;~~

117 ~~—— (c) Management for Learning — A school administrator promotes the success of every~~
118 ~~student by ensuring management of the organization, operation, and resources for a safe,~~
119 ~~efficient, and effective learning environment;~~

120 ~~—— (d) Community Collaboration — A school administrator promotes the success of every~~
121 ~~student by collaborating with faculty, staff, parents, and community members, responding~~
122 ~~to diverse community interests and needs and mobilizing community resources;~~

123 ~~—— (e) Ethical Leadership — A school administrator promotes the success of every~~
124 ~~student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical~~
125 ~~behavior; and~~

126 ~~—— (f) Systems Leadership — A school administrator promotes the success of every~~
127 ~~student by understanding, responding to, and influencing the interrelated systems of~~
128 ~~political, social, economic, legal, policy, and cultural contexts affecting education.~~

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130 **~~R277-530-7. Educational School Counselor Standards.~~**

131 ~~—— In addition to meeting the Effective Teaching Standards described in Section R277-~~
132 ~~530-5 and the Educational Leadership Standards described in Section R277-530-6, an~~
133 ~~educational school counselor shall demonstrate the following traits, skills, and work~~
134 ~~functions designated in the following seven standards:~~

135 ~~—— (1) Collaboration, Leadership and Advocacy — An educational school counselor is a~~
136 ~~leader who engages collaboratively with learners, families, colleagues, and community~~
137 ~~members to build a shared vision and supportive professional culture focused on student~~
138 ~~growth and success;~~

139 ~~—— (2) Collaborative Classroom Instruction — An educational school counselor delivers~~
140 ~~a developmental and sequential guidance curriculum prioritized according to the results of~~
141 ~~the school needs assessment;~~

142 ~~—— (3) The Plan for College and Career Readiness Process — An educational school~~
143 ~~counselor implements the individual planning component by guiding individuals and groups~~
144 ~~of students and their parents or guardians through the development of educational and~~
145 ~~career plans;~~

146 ~~—— (4) Systemic Approach to Dropout Prevention with Social and Emotional Supports—~~
147 ~~An educational school counselor provides responsive services through the effective use of~~
148 ~~individual and small-group counseling, consultation and referral skills and implements~~
149 ~~programs for student support in dropout prevention;~~

150 ~~—— (5) Data-Driven Accountability and Program Evaluation — An educational school~~
151 ~~counselor collects and analyzes data to guide program direction and emphasis;~~

152 ~~—— (6) Systemic School Counseling Program Management — An educational school~~
153 ~~counselor is involved in management activities that establish, maintain and enhance the~~
154 ~~total school counseling program; and~~

155 ~~—— (7) Professional and Ethical Behavior — An educational school counselor~~
156 ~~demonstrates the highest standard of legal, moral and ethical conduct, as required in the~~
157 ~~Utah Educator Professional Standards described in R277-217.~~

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159 ~~**KEY: educators, effectiveness, leadership, standards**~~

160 ~~**Date of Enactment or Last Substantive Amendment: October 11, 2016**~~

161 ~~**Notice of Continuation: June 4, 2021**~~

162 ~~**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-501(1)(a)(i) and**~~
163 ~~**(ii); 53E-3-401(4)]**~~