R277. Education, Administration.


R277-307-1. Authority and Purpose.

(1) This rule is authorized by:
   (a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;
   (b) Section 53E-6-902, which requires the Board to:
        (i) define the role of a teacher leader; and
        (ii) establish the minimum criteria for a teacher to qualify as a teacher leader; and
   (c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to:
   (a) define the role of a teacher leader; and
   (b) establish the minimum criteria for a teacher to qualify as a teacher leader.


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

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


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

(1) has a professional educator license;

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

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

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


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

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

(3) A teacher leader may perform the following functions:
(a) Professional learning lead, including:
   (i) generally supporting school-based professional learning; or
   (ii) serving as a learning designed or facilitator for professional learning activities;
(b) Formally trained and recognized mentor, including:
   (i) modeling effective instructional strategies for other teachers;
   (ii) training, supervising, and mentoring:
      (A) student teachers;
      (B) new teachers; or
   (C) teachers that supervise student teachers; or
   (iii) coaching the development of effective instruction;
(c) Lead or master teacher, including:
   (i) guiding other educators in collecting, understanding, analyzing, and interpreting student-achievement data and using those findings to improve instruction;
   (ii) leading efforts to modify or improve curriculum; or
   (iii) facilitating and coordinating professional learning communities;
(d) Education policy advocate, including:
   (i) positively contributing to informed decisions made by policy makers; or
(ii) sharing information with colleagues regarding impact of policy on classroom practices;

(e) School outreach lead, including:
   (i) leading specific school improvement initiatives; or
   (ii) acting as a liaison for community projects; or

(f) Education ambassador, including:
   (i) networking within and beyond local, state, and national education organizations; or
   (ii) serving on task forces, committees, and advisory boards.

(4) An LEA may provide additional incentives to teacher leaders for fulfilling the responsibilities outlined in this section, including:
   (a) a pay increase, bonus, or other financial incentive; or
   (b) a reduction in the teacher leader's regular classroom workload.

KEY: teacher, leader, qualification

Date of Last Change: January 11, 2022

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