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R277–530 State Board Rule: Utah Effective Teaching and Educational Leadership Standards

R277–530. UTAH EFFECTIVE TEACHING AND EDUCATIONAL LEADERSHIP STANDARDS.

R277–530–1. DEFINITIONS.

- A. “Board” means the Utah State Board of Education.*
- B. “Local education agency (LEA)” means a Utah school district or charter school.*
- C. “Promises to Keep” is the Board’s statement of vision and mission for Utah’s system of public education. Utah’s public education system keeps its constitutional promise by ensuring literacy and numeracy for all Utah children, providing high quality instruction for all Utah children, establishing curriculum with high standards and relevance for all Utah children, and requiring effective assessment to inform high quality instruction and accountability.*
- D. “School administrator” means an educator serving in a position that requires a Utah Educator License with an Administrative area of concentration and who supervises Level 2 educators.*
- E. “Teacher” for purposes of this rule means an individual licensed under Section 53A-6-104 and who meets the requirements of R277–501.*
- F. “USOE” means the Utah State Office of Education.*

R277–530–2. AUTHORITY AND PURPOSE.

- A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board, by Sections 53A–1–402(1)(a)(i) and (ii) which require the Board to establish rules and minimum standards for the qualification and certification of educators and for required school administrative and supervisory services, and Section 53A–1–401(3) which allows the Board to make rules in accordance with its responsibilities.*
- B. The purpose of this rule is to establish statewide effective teaching standards for Utah public education teachers and to establish statewide educational leadership standards for Utah public education administrators consistent with the Board’s supervision of the public education system under Utah Constitution Article X, Section 3 and supports one pillar of the Board’s Promises to Keep— high quality instruction for all Utah children.*

R277–530–3. USOE RESPONSIBILITIES FOR EFFECTIVE TEACHING AND EDUCATIONAL LEADERSHIP STANDARDS.

- A. The Board shall use the Effective Teaching Standards and R277–530 RECEIVED FINAL APPROVAL BY THE UTAH STATE BOARD OF EDUCATION ON AUGUST 5, 2011. THE NEW RULE IS SCHEDULED TO BE PUBLISHED IN THE SEPTEMBER 1, 2011 UTAH STATE BULLETIN, SUBJECT TO A 30-DAY COMMENT PERIOD, WITH A FIRST POSSIBLE EFFECTIVE DATE OF OCTOBER 10, 2011.
Educational Leadership Standards as the foundation of educator development that includes alignment of teacher and school administrator preparation programs, expectations for licensure, and the screening, hiring, induction, and mentoring of beginning teachers and school administrators.*
- B. The Board shall use the Effective Teaching Standards and Educational Leadership Standards to direct and ensure the implementation of the Utah Common Core Standards.*
- C. The Board shall rely on the Effective Teaching Standards and Educational Leadership Standards as the basis for an evaluation system and tiered-licensing system.*
- D. The Board shall develop a model educator assessment system for use by LEAs based on the Effective Teaching Standards and Educational Leadership Standards.*
- E. The Board shall provide resources, including professional development, that assist LEAs in integrating the Effective Teaching Standards and Educational Leadership Standards into educator practices.*

R277–530–4. LEA RESPONSIBILITIES FOR EFFECTIVE TEACHING STANDARDS AND EDUCATIONAL LEADERSHIP STANDARDS.

- A. LEAs shall develop policies to support teachers and school administrators in implementation of the Effective Teaching and Educational Leadership Standards.*
- B. LEAs shall develop professional learning experiences and professional learning plans for relicensure using the Effective Teaching and Educational Leadership Standards to assess educator progress toward implementation of the standards.*
- C. LEAs shall adopt formative and summative educator assessment systems based on the Effective Teaching and Educational Leadership Standards to facilitate educator growth toward expert practice.*
- D. LEAs shall use the Effective Teaching and Educational Leadership Standards as a basis for the development of a collaborative professional culture to facilitate student learning.*
- E. LEAs shall implement induction and mentoring activities for beginning teachers and school administrators that support implementation of the Effective Teaching Standards and Educational Leadership Standards.*

R277–530–5. EFFECTIVE TEACHING STANDARDS.

- A.** *The Board document, Promises to Keep, identifies the development and retention of teachers who have the skills and knowledge to provide effective, high quality instruction to all of R277–530 RECEIVED FINAL APPROVAL BY THE UTAH STATE BOARD OF EDUCATION ON AUGUST 5, 2011. THE NEW RULE IS SCHEDULED TO BE PUBLISHED IN THE SEPTEMBER 1, 2011 UTAH STATE BULLETIN, SUBJECT TO A 30-DAY COMMENT PERIOD, WITH A FIRST POSSIBLE EFFECTIVE DATE OF OCTOBER 10, 2011. Utah’s students as one of four essential promises between the Board and the public education community. The Utah Effective Teaching Standards describe what effective teachers must know and be able to do to fulfill the Board’s constitutional promise. The Effective Teaching Standards focus on the high-leverage concepts of personalized learning for diverse learners, a stronger focus on application of knowledge and skills, improved assessment literacy, a collaborative professional culture, and new leadership roles for teachers.*
- B.** *Effective Teaching Standards—Utah teachers shall demonstrate the following skills and work functions designated in the following ten standards:*
- (1) Learner Development** A teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.
 - (2) Learning Differences** A teacher understands individual learner differences and cultural and linguistic diversity.
 - (3) Learning Environments** A teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.
 - (4) Content Knowledge** A teacher understands the central concepts, tools of inquiry, and structures of the discipline.
 - (5) Assessment** A teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
 - (6) Instructional Planning** A teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, core curriculum standards, instructional best practices, and the community context.
 - (7) Instructional Strategies** A teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.
 - (8) Reflection and Continuous Growth** A teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

- (9) **Leadership and Collaboration** A teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
- (10) **Professional and Ethical Behavior** A teacher demonstrates the highest standards of legal, moral, and ethical conduct as specified in R277–515.
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R277–530–6. EDUCATIONAL LEADERSHIP STANDARDS.

- A. *The Board document, Promises to Keep, expects that school administrators shall meet the standards of effective teaching and have the knowledge and skills to guide and supervise the work of teachers, lead the school learning community, and manage the school's learning environment in order to provide effective, high quality instruction to all of Utah's students. The Educational Leadership Standards focus on visionary leadership, advocacy for high levels of student learning, leading professional learning communities, and the facilitation of school and community collaboration.*
- B. *In addition to meeting the standards of an effective teacher, school administrators shall demonstrate the following traits, skills, and work functions designated in the following six standards:*
 - (1) **Visionary Leadership** A school administrator promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
 - (2) **Teaching and Learning** A school administrator promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.
 - (3) **Management for Learning** A school administrator promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
 - (4) **Community Collaboration** A school administrator promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.
 - (5) **Ethical Leadership** A school administrator promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.
 - (6) **Systems Leadership** A school administrator promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social economic, legal, policy, and cultural contexts affecting education.

KEY: educator, effectiveness, leadership, standards

Date of Enactment or Last Substantive Amendment: 2011

Authorizing, and Implemented or Interpreted Law: Art X Sec 3;

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1–402(1)(a)(i); 53A–1–401(3)