

SCHOOL LEADERSHIP: PRINCIPALS

NCSL Policy Levers	Utah Code	State Board of Education Rule
<p>Principal Standards (should serve as a basis for all other policy levers)</p>	<p>Delegates Rulemaking Authority for Standards to SBOE (53A-1-402) SBOE is required to establish rules and minimum standards for the qualification and certification of educators, required school administrative and supervisory services, and the evaluation of instructional personnel.</p>	<p>Utah Educational Leadership Standards (R277-530-6) The Utah 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.</p>
<p>Preparation Program Design and Approval (may for example, align with standards, allow alternative providers, & require program redesign and reapplication)</p>	<p>Delegates Rulemaking Authority for Program Approval to SBOE (53A-6-107) SBOE is required to develop the standards that preparation programs and alternative preparation programs must meet to earn state approval.</p>	<p>Program Approval and Requirements (R277-502-3) To be approved for license recommendation, the educator preparation program must meet several requirements, including requiring coursework designed to ensure that the principal is able to meet the Utah Educational Leadership Standards.</p>
<p>Licensure (may for example, require demonstrated effectiveness for renewal, allow for alternative routes, or require provisional license phases)</p>	<p>Delegates Rulemaking Authority for Licensure to SBOE (53A-6-106) SBOE is required to establish rules for the scholarship, training, and experience required of license applicants. Alternative Route to Licensure (53A-6-110) A local school board may request a letter of authorization from SBOE permitting a person with outstanding professional qualifications to serve in any position that requires a person to hold an administrative/supervisory license.</p>	<p>Requirements for the Education Leadership License Areas of Concentration (R277-505-4) Local school boards and charter school governing boards are given authority to determine, consistent with certain criteria, the required licenses for administrators working in various positions. Individuals are required to meet certain criteria to add the administrative area of concentration to an educator license and to renew their license.</p>
<p>Professional Development (may for example, include mentoring for new principals & targeted ongoing professional development aligned with other policy levers)</p>	<p>Professional Development for Principals (53A-1-301(2)(c), 53A-1-605(4), and 53A-1a-601(5)) SBOE, local school boards, and charter school governing boards are required to develop professional development programs that provide principals with training on Utah’s core standards, the administration of U-PASS, and the use of technology in schools.</p>	<p>Mentoring (R277-505) An individual applying to add the administrative area of concentration to an educator license is required to complete an administrative internship consisting of a minimum of 400 hours of supervised clinical experiences, including at least 300 hours in a school setting. In the first year of employment as an administrator, a principal is required to complete a mentoring experience.</p>
<p>Evaluation and Ongoing Support (should be based on rigorous standards & connect to the broader human capital management system)</p>	<p>Delegates Rulemaking Authority for Evaluations to SBOE (53A-8a-702) SBOE is required to establish a framework for the evaluation of principals that includes student achievement indicators. School districts are required to fully implement an evaluation system by the 2015-16 school year. Pay-for-Performance (53A-8a-703) By the 2016-17 school year, a principal’s salary is to be based on his or her most recent evaluation. A school district is required to award any salary increases to a principal based on an evaluation until at least 15 percent of the principal's salary is contingent upon the evaluation.</p>	<p>Public Educator Evaluation Requirements (R277-531) The statewide educator evaluation system framework includes seven general evaluation system areas and additional discretionary components of an LEA's educator evaluation system. The evaluation system must align with the Educational Leadership Standards (R277-530-6). A state evaluation advisory committee is required to provide ongoing review and support for LEAs as they develop and implement evaluation systems consistent with state law and rules.</p>