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Utah Educational
LEADERSHIP
Standards



Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
Martell Menlove, Ph.D., State Superintendent of Public Instruction



“Our work, for which we
will be held accountable,
is to maintain, justify
and articulate sound,
comprehensive programs
of instruction for children
and youth.”

John I. Goodlad

Utah Educational Leadership Standards

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Revised August 2013

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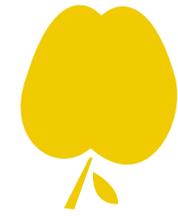
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Acknowledgments

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1 Introduction: Educational Leadership Matters

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

—The Wallace Foundation

Educational leadership is more important now than it ever has been. **Most educational stakeholder groups recognize that schools and districts will not meet the demanding requirements for improving student learning without effective leadership.** Likewise, requirements and expectations for school leaders have changed over the past decades, extending far beyond traditional roles that were once held by leaders. These newly conceptualized roles are continuously changing and expanding as research improves and local, state, and federal requirements and expectations increase.

Furthermore, expectations for school leaders now exceed what individuals in schools and districts can be expected to carry out alone. Leadership no longer involves one person managing orderly environments, but involves an environment in which school leaders, teachers, and others share leadership roles and responsibilities for student learning. Collaborating on shared vision, mission, goals, and commitments to ensure student learning at high levels defines the need for a shift in leadership practices for school leaders.

Clear and consistent standards for educational leadership can help school leaders understand these new roles and leadership practices. The standards in this document, with their accompanying performance expectations, indicators, and rubric, represent consensus among Utah educators and policymakers about the most important actions required of pre-K–12 educational leaders to improve teaching and learning. These standards reflect new information, research, and lessons learned about educational leadership.

Purpose for Educational Leadership Standards

The purpose of this document is to provide a resource for educational leaders throughout the state of Utah to analyze and prioritize expectations of roles for effective school leadership. The document can be used by individuals to self-assess their own performance and understand areas that need improvement. This document should also assist educational leaders and policymakers to improve leadership practices that ultimately improve teaching and learning. Because leadership in schools makes such a difference, the recruitment, training, and support of quality school leaders cannot be left to chance. **We can no longer hope that the right people will choose to become school leaders and trust that their initial preparation and professional development will sufficiently prepare them for the challenges facing schools.** Stakeholder groups need assurance that the processes and systems surrounding the recruitment, development, and retention of school leaders will result in high-quality leadership in the schools.

Creating a Coherent System for Educator Effectiveness

To ensure that high-quality leadership exists in each school, **the Utah Effectiveness Project for High Quality Education recognized that the development of Utah Effective Teaching Standards and Utah Educational Leadership Standards was the first step necessary in creating assurances for high-quality instruction for all students.** The development and adoption of the standards was the initial action in fulfilling the Utah State Board of Education mission Promises to Keep (See Utah State Board of Education, **Promises to Keep**, August 2009). One of the four pillars of that mission is “Provide High Quality Instruction for all Utah Students.” Together with the Utah Effective Teaching Standards, the Utah Educational Leadership Standards provide the framework for a coherent system for all state and local educators in understanding the roles of highly effective educational leaders and teachers (See R277–530). A coherent system includes higher education, districts, schools, and state

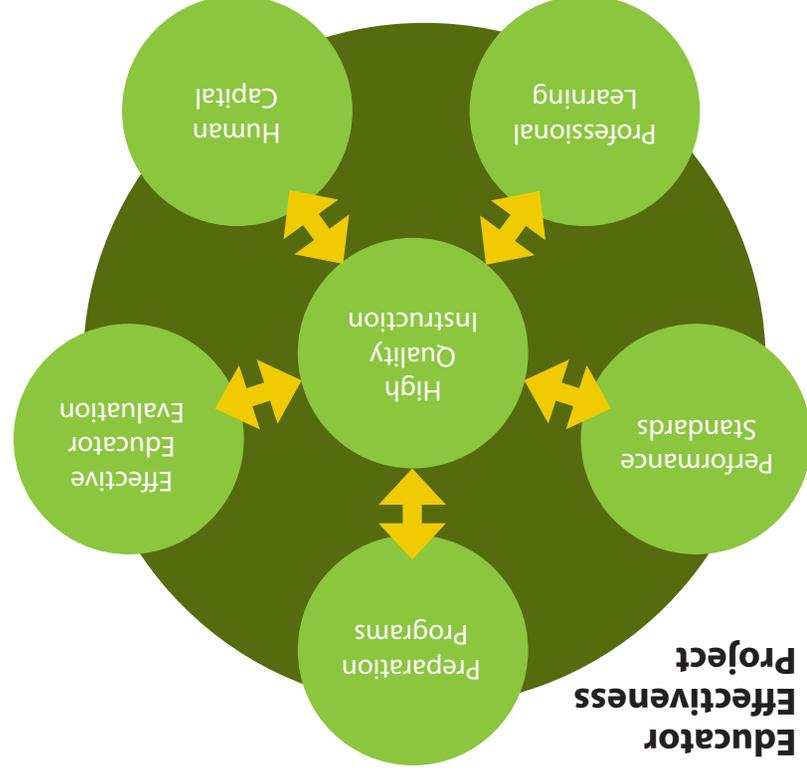
Coherent System for Educational Leadership Using the ISLLC Standards

In fall 2010, the Utah State Office of Education appointed an educational leadership group to develop the Utah Educational Leadership Standards and supporting rubric. The Utah leadership group chose to begin its work with the six ISLLC Educational Leadership Policy Standards (2008) as a model to begin to create Utah's standards, performance expectations, indicators, and rubric. The workgroup selected the ISLLC Standards (2008) as the foundation for Utah's standards because they are widely used (CCSSO, 2010) and accepted for policy and program development throughout the United States. They have been used nationally as the basis for developing coherent educational leadership systems affecting preparation programs, human resource components (such as licensing, recruitment and induction), and policymaking at both the state and local levels. The workgroup also recognized that the ISLLC Standards provide a common language consistent with other states and agencies, and assist with aligning Utah's coherent system of leadership effectiveness statewide.

Characteristics of the Standards, Performance Expectations and Indicators

Educational leadership standards outline required knowledge and skills for educators who assume leadership responsibilities. The standards provide direction for the preparation of leaders, the mentoring and coaching of new school leaders, the leaders' ongoing professional development, and the performance measures on which leaders will be evaluated. Performance expectations and indicators are important components of the six standards and assist in providing direction for these purposes. The performance expectations and indicators link the broader standards to what educational leaders are expected to know and be able to do. In developing the performance expectations and indicators, the educational leadership workgroup operated on the belief that performance expectations and indicators are observable and measurable statements about what educational leaders do to ensure effective teaching and learning. An important resource in the process was the *Performance Expectations and Indicators for Educational Leaders: An ISLLC-Based Guide to Implementing Leaders Standards and a Companion Guide to the Educational Leadership Policy Standards* (ISLLC, 2008). Therefore, in this document, leaders know and are able to do to promote high-quality instruction that ensures all students are learning at high levels. The Utah Educational Leadership

This coherent system is aligned to support a consistent and mutually reinforcing continuum for preparation, licensure, recruitment, induction, evaluation, and professional development of educators, including educational leaders. This document presents the Utah Educational Leadership Standards and supporting documents that provide the framework for a coherent and aligned educational leadership system in the state of Utah (See *Educator Effectiveness Project* figure below).



This figure represents the coherent system for educator effectiveness and includes the related components necessary for assuring high quality instruction in Utah.

Standards describe how educational leaders approach their work in ways that are meaningful and effective. They serve as a guide for school leaders as they continually reflect upon and improve their effectiveness throughout all stages of their leadership career.

In addition, the educational leadership workgroup decided that the performance expectations and indicators should be:

- ▶ Based on research that assists with effective practices and interpreting and implementing these practices effectively.
- ▶ Organized to engage educational leaders and policymakers in discussions about major ideas and issues in educational leadership.
- ▶ Instructive (that is, they should be used for dialogue, to challenge current assumptions and beliefs, to deepen shared understanding, and lead to continued learning about how educational leaders act in order to improve their effectiveness in leading high-quality teaching and learning).

Guiding Principles

The educational leadership workgroup discussed at length the philosophical foundations that underlie Utah's standards, performance expectations, and indicators. They recognized these as guiding principles and revisited them at the end of their work to ensure that the adapted standards, performance expectations, and indicators captured their intent. The following points reflect these guiding principles, which can be identified within all six of the leadership standards:

- Centrality of student learning and student achievement
- Changing role of the school leader
- Collaborative nature of school leadership aimed at building leadership capacity
- Concepts of educational access, equitable distribution of resources, and opportunity for diverse stakeholder groups to be involved in the school learning community
- Necessity of communication skills for effective leadership
- Importance of developing a strong professional school culture
- Recognition that professional growth and learning is an embedded requirement for effective leadership, and
- Importance of using updated technology and data-based systems and strategies to make decisions about teaching and learning.

A segment of this document locates these guiding principles within the standards, performance expectations and indicators. This section illustrates

Aligning Standards, Performance Expectations, and Indicators to Rubric

Rubrics reflect an aligned continuum of growth, opportunities, and supports across the career from entry and early practice through ongoing development and advanced career options (CCSSO Educator Development White Paper, 2010). A rubric supports coherence, provides incentives for change, and recognizes that leaders develop knowledge and expertise as they gain experience over time. A rubric provides the basis for feedback, professional growth, and recognition that honors highly effective performance. It further delineates the actions and behaviors that can be observed and measured, and provides further description of the indicators and performance expectations. Because of the detail provided in the rubric, a school leader is able to self-reflect and self-assess in a formative way and set goals for developing highly effective performance. **Most importantly, the behaviors and actions described in the rubric are indirectly associated with enhanced teacher and student performance. They represent further evidence that school leadership matters because leadership is linked to improved student outcomes.** To assist supervisors of educational leaders in the discussion of improving professional performance, a section of this document identifies the performance themes for effective leadership. The themes represent the major constructs and practices a supervisor or colleague needs to know to differentiate between an effective level of performance and a highly effective level of performance. This quick reference chart will help an educational leader “kick it up a notch” and increase professional performance by identifying the salient differences between the rating level of “effective” and the rating level of “highly effective” indicated in the rubric.

Additional Documents to Assist in System Alignment

One other resource is included in this document. A Comparison Document 2008 ISLLC Standards. An examination of this alignment allows educators to acknowledge the consistency of the work that they do to affect high student achievement compared with researched-based standards as presented by The Council of Chief State School Officers. This section also acknowledges the essence of Utah’s priorities since it reflects the efforts of the educational Leadership Standards Workgroup

how these guiding principles are woven throughout the standards and the accompanying rubric to provide a composite view of educational leadership.

Educational Leadership Dispositions

Other notable bodies working to improve educational leadership have identified and listed many desirable dispositions of school leaders. Leaders choose and engage in leadership actions based on their personal beliefs and attitudes as well as their professional knowledge and skills. **Dispositions provide an ethical and moral framework for leaders’ actions.** Each indicator within the performance expectations embodies fundamental assumptions, values, and beliefs about what is expected of Utah school leaders. Effective leaders analyze their assumptions, values, and beliefs as part of reflective practice. For example, if leaders question whether all students and educators are capable of high expectations and can learn, then they will be less effective in carrying out the actions and the work described in the performance expectations and indicators. **Dispositions in this document also provide a “conversation starter” for supervisors as they begin to coach and mentor leader professional learning.** The educational leadership workgroup intentionally embedded dispositions within the standards, performance expectations, indicators, and rubric. These are also listed at the beginning of each standard with a narrative introducing the qualities of leadership exemplified in the indicators. A section of this document lists the dispositions of leaders and the standards in which these dispositions are found.

Conclusion

Utah recognizes the value of highly effective and high-quality educational leadership and the important role that leaders play in focusing on student learning. This document is a positive first step in ensuring that effective educational leaders are prepared, licensed, recruited, evaluated, and rewarded using a coherent educational leadership system to meet the challenges facing Utah schools.

“The key to leading is to know the teachers you are leading behind.”
—Dennis Sparks

“The true leader is the one who follows first.”
—Thomas Sergiovanni

Utah Educational Leadership Dispositions

Leadership Dispositions: Educational leaders believe in, value, and are committed to:

Leadership Disposition	Standard 1: Vision	Standard 2: Teaching and Learning	Standard 3: Management	Standard 4: Community	Standard 5: Ethics	Standard 6: Systems
Advocating for students and education	Green	Yellow	Green	Yellow	Yellow	Yellow
Affirming diversity	Green	Yellow	Green	Yellow	Yellow	Yellow
Assuming personal responsibility for actions	Green	Yellow	Green	Yellow	Green	Yellow
Collaboration with all stakeholder groups	Green	Yellow	Green	Yellow	Green	Yellow
Continuous evidence-based improvement	Green	Yellow	Green	Yellow	Green	Yellow
Continuous professional learning and growth	Green	Yellow	Green	Yellow	Green	Yellow
Creating a safe and supportive learning environment	Green	Yellow	Green	Yellow	Green	Yellow
Eliminating barriers to achievement	Green	Yellow	Green	Yellow	Green	Yellow
Ethical principles in all relationships and decisions	Green	Yellow	Green	Yellow	Green	Yellow
Equitable distribution of resources	Green	Yellow	Green	Yellow	Green	Yellow
Every student learning	Green	Yellow	Green	Yellow	Green	Yellow
High expectations for students, staff, and community	Green	Yellow	Green	Yellow	Green	Yellow
Influencing policies	Green	Yellow	Green	Yellow	Green	Yellow
Learning as the fundamental purpose of school	Green	Yellow	Green	Yellow	Green	Yellow
Operating efficiently and effectively	Green	Yellow	Green	Yellow	Green	Yellow
Reflection on assumptions and beliefs	Green	Yellow	Green	Yellow	Green	Yellow
Service to student learning and others	Green	Yellow	Green	Yellow	Green	Yellow
Upholding and improving laws and regulations	Green	Yellow	Green	Yellow	Green	Yellow

Table of Leadership Dispositions and the Standards Most Impacted

2 Utah Educational Leadership Standards, Performance Expectations, and Indicators

Standard 1: Visionary Leadership

An educational leader 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.

Dispositions represented in Standard 1:

Education leaders believe in, value, and are committed to:

- Affirming diversity.
- Collaboration with all stakeholder groups.
- Continuous evidence-based improvement.
- Eliminating barriers to achievement.
- Equitable distribution of resources.
- Every student learning
- High expectations for students, staff, and community.
- Learning as the fundamental purpose of school.
- Reflection on assumptions and beliefs.

Narrative

Educational leaders have the responsibility for developing and implementing a vision of learning to guide organizational decisions and actions. The vision, mission, and goals epitomize what the learning community intends for students to achieve. Educational leaders are accountable to guide a process for developing

and revising a shared vision, strong mission, and goals that are achievable for every student when provided with appropriate, effective learning opportunities. They become the mechanism for decision-making, planning, and school improvement. They must be regularly reviewed and adjusted, using varied sources of information and ongoing data analysis. Educational leaders engage the community to incorporate diverse perspectives and reach consensus about and vision, mission, and goals. They work to develop a shared commitment to the actions selected to accomplish the vision, mission, and goals. While working to engage others in developing and implementing the vision, mission, and goals, they also assist all stakeholder groups to advocate for and act to increase student learning.

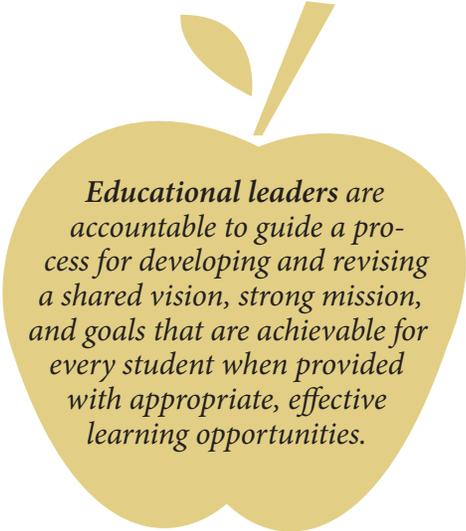
Performance Expectation 1A:

Educational Leaders . . .

Establish high and measurable expectations for all students and educators.

Indicators for 1A:

A leader . . .



Educational leaders are accountable to guide a process for developing and revising a shared vision, strong mission, and goals that are achievable for every student when provided with appropriate, effective learning opportunities.

Performance Expectation 1c:

Educational Leaders...

Sustain strong organizational commitment to vision, mission and goals aimed at continuous improvement.

Indicators for 1c:

A leader...

1. Uses or develops data systems and other sources of information to identify unique strengths and needs of students, gaps between current outcomes and goals, and engages faculty, staff and school areas for improvement.

2. Engages faculty, staff and school community by making decisions informed by vision, mission, data, research, and best practices to identify and eliminate barriers, shape plans, programs, and activities, and regularly review their effects.

3. Uses vision, mission, and goals to guide school improvement planning, change strategies, and implement instructional programs.

4. Obtains, aligns, and allocates resources to achieve the vision, mission, and goals.

5. Evaluates for continuous improvement toward vision, mission, and goals to advocate for and guide plans, programs, and activities to provide equitable, appropriate, and effective learning opportunities for every student.

1. Uses varied sources of evidence and analyzes data about current practices and outcomes to shape vision, mission, and goals with high, measurable expectations for all students and educators.

2. Aligns, revises, and adapts the vision, mission, and goals to school, district, state, and federal policies.

3. Incorporates diverse perspectives and builds consensus to provide equitable, appropriate, and effective learning opportunities for every student to achieve.

Performance Expectation 1b:

Educational Leaders...

Facilitate a process of creating a shared vision, mission, and goals.

Indicators for 1b:

A leader...

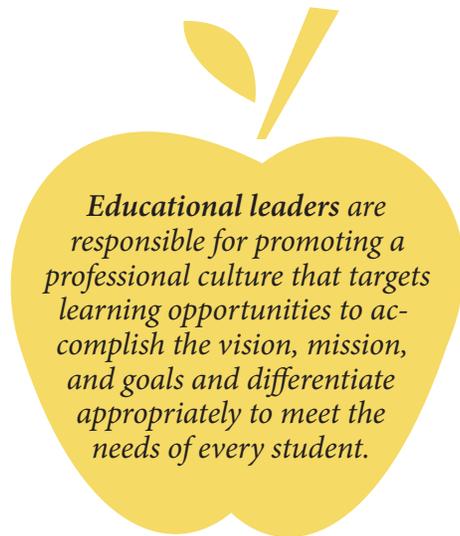
1. Establishes, conducts, and evaluates processes used to engage staff, community, and diverse stakeholders in a shared understanding and commitment to vision, mission, and goals.

2. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.

3. Communicates and acts on commitments in the shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.

Standard 2: Teaching and Learning

An educational leader 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.



Dispositions represented in Standard 2:

Education leaders believe in, value, and are committed to:

- Advocating for students and education.
- Affirming diversity.
- Collaboration with all stakeholder groups.
- Continuous evidence-based improvement.
- Continuous professional learning and growth.
- Eliminating barriers to achievement.
- Equitable distribution of resources.
- Every student learning.
- High expectations for students, staff, and community.
- Learning as the fundamental purpose of school.

Narrative

A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, educational leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (e.g., curriculum, instructional materials, pedagogy, and student assessment). Educational leaders are responsible for promoting a professional culture that targets learning opportunities to accomplish the vision, mission, and goals and differentiate appropriately to meet the needs of every

student. A strong professional culture includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward accomplishing the school's vision, mission, and goals for student learning. Educational leaders plan their own professional learning strategically, building their own capacities on the job. They engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.

Performance Expectation 2A:

Educational Leaders . . .

Ensure strong professional cultures that support teaching and learning.

Indicators for 2A:

A leader. . .

1. Develops shared understanding of and commitment to ongoing professional learning to achieve high expectations for all students.
2. Builds organizational capacity that collectively improves instructional practices and student outcomes.
3. Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.

4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.
5. Provides instructional leadership by supervising, evaluating, coaching, and mentoring educators to improve instructional practice.

Performance Expectation 2C:

Educational Leaders...

Implement appropriate systems of assessment and accountability.

Indicators for 2C:

A leader...

1. Collects and appropriately uses standards-based accountability data to improve the quality and effectiveness of teaching and learning.
2. Uses varied sources and kinds of information and data to evaluate student learning, effective teaching, and program quality.
3. Uses effective data-based technologies and performance management systems to support regular analysis and interpretation of data for accountability reporting and to guide continuous improvement of teaching and learning.
4. Synthesizes data and evaluates progress toward vision, mission, and goals for all stakeholders.

4. Uses data about teacher practice to identify and support individual and team professional learning needs across a continuum of professional growth.
5. Guides and supports quality professional development that results in improved teaching and learning and meets diverse learning needs for all students.

Performance Expectation 2B:

Educational Leaders...

Require all educators to know and use Utah Core Standards, and current Utah Effective Teaching Standards.

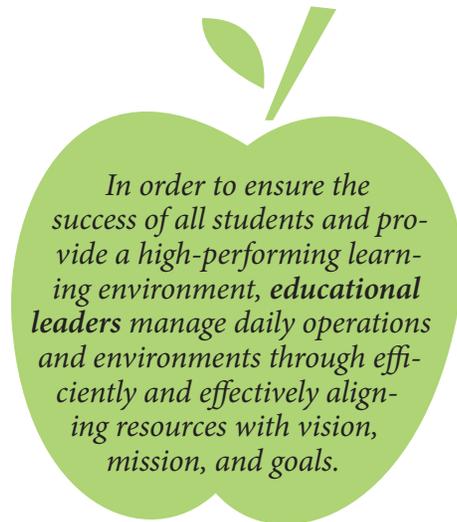
Indicators for 2B:

A leader...

1. Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.
2. Facilitates shared understanding of Utah Core Standards and standards-based instructional practices and programs by providing support and guidance to teachers in implementing and aligning rigorous curriculum, effective instruction, content standards, and appropriate assessments to meet student learning needs.
3. Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented,

Standard 3: Management for Learning

An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.



Dispositions represented in Standard 3:

The education leader believes in, values, and is committed to:

- Affirming diversity.
- Collaboration with all stakeholder groups.
- Creating a safe and supportive learning environment.
- Equitable distribution of resources.
- Every student learning.
- Learning as the fundamental purpose of school.
- Operating efficiently and effectively.
- Service to student learning and others.

Narrative

Traditionally, school leaders focused on the management of a school or school district. A well-managed school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader. With the shift to leadership for learning, maintaining an orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today. Educational leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing learning environment, educational leaders manage daily operations and environments through efficiently and effectively aligning resources with vision,

mission, and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components. They identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Educational leaders address conditions that might impede student and staff learning, and they implement laws and policies that protect safety and well being of students and staff.

Performance Expectation 3A:

Educational Leaders. . .

Distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning.

Indicators for 3A:

A leader. . .

1. Distributes and oversees responsibilities of management structures and procedures to support teaching and learning while developing capacity for shared leadership of operational systems.
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support the learning of every student.
3. Develops and facilitates communication and data systems that assure the timely flow of information to support teaching and learning.

Performance Expectation 3C:

Educational Leaders...

Protect the well-being and safety of students and staff.

Indicators for 3C:

A leader...

1. Advocates for and creates collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.
2. Involves parents, teachers, and students in developing, implementing, and monitoring expectations and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan and implements effective instructional program and practices to address current safety and well-being topics.

4. Oversees acquisition and maintenance of equipment and effective technologies to support teaching and learning.
5. Evaluates and uses effective tools to revise processes and procedures to ensure teacher and organizational resources are focused to support quality instruction and student learning.

Performance Expectation 3B:

Educational Leaders...

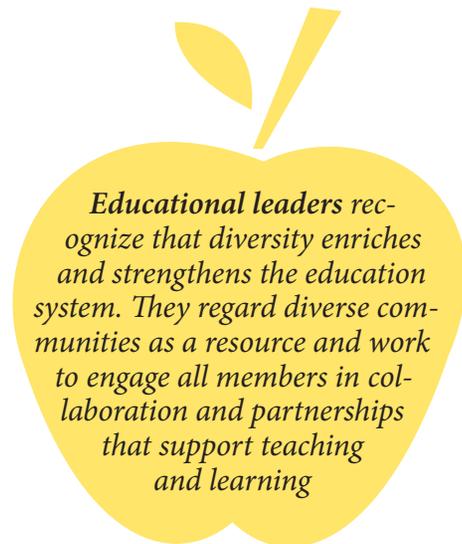
Strategically allocate and align human, fiscal, technological, and physical resources.

Indicators for 3B:

A leader...

1. Operates within budget and fiscal guidelines directed effectively toward teaching and learning.
2. Allocates funds based on student needs within the framework of federal, state, and district rules.
3. Leverages resources to achieve vision, mission, and goals.
4. Implements practices to recruit, develop, and retain highly qualified and effective personnel.
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals.
6. Conducts personnel evaluation processes that develop and improve professional practice, providing timely feedback, and remediate and/or terminate employment in keeping with district and state policies.
7. Seeks and secures additional resources needed to accomplish vision, mission, and goals.

Standard 4: Community Collaboration



An educational leader 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.

Dispositions represented in Standard 4:

The education leader believes in, values, and is committed to:

- Advocating for students and education.
- Affirming diversity.
- Collaboration with all stakeholder groups.
- Continuous evidence-based improvement.
- Continuous professional learning and growth.
- Equitable distribution of resources.
- Every student learning.
- High expectations for students, staff, and community.
- Learning as the fundamental purpose of school.

Narrative

In order to educate students effectively for participation in a diverse society, educational leaders incorporate participation and views of families and stakeholders on important decisions and activities associated with schools and districts. Key stakeholders include educators, students, community members, and businesses that serve families and students. Educational leaders recognize that diversity enriches and strengthens the education system. They regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning. Educational leaders assist teachers

to communicate positively with families and make sure families understand how to support their student's learning. Communicating and collaborating with parents and stakeholder groups, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

Performance Expectation 4A:

Educational Leaders. . .

Collaborate with families and diverse community stakeholders to extend programs, services, and outreach.

Indicators for 4A:

A leader. . .

1. Collects, analyzes, and shares data and information with the community pertinent to the educational environment.
2. Develops comprehensive strategies by collaborating with the community in support of outreach programs and services.
3. Uses effective communication strategies with families and community members to provide stakeholders with timely and accurate information.
4. Applies communication and collaboration strategies to involve families in decision-making about their student's education and develop positive family partnerships.

Performance Expectation 4C:

Educational Leaders...

Maximize shared school and community resources to provide essential services for students and families.

Indicators for 4C:

A leader...

1. Links to and collaborates with community agencies for health, social, and other essential services to families and students.
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources.
3. Mobilizes and aligns the resources of school, family, and community to positively affect student and adult learning, including parents and others who provide care for students.

Performance Expectation 4B:

Educational Leaders...

Respond and contribute to community interests and needs.

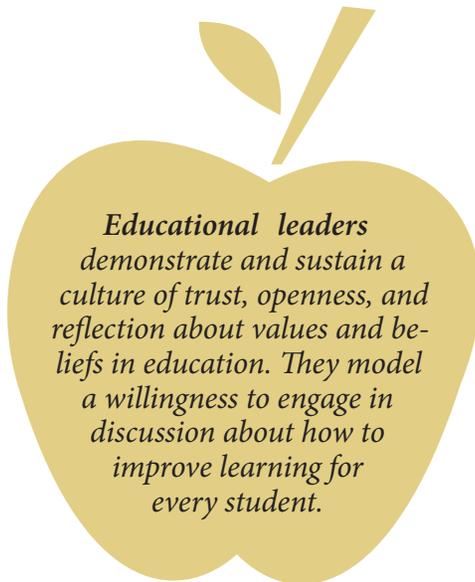
Indicators for 4B:

A leader...

1. Identifies, builds and sustains productive relationships with community partners.
2. Uses appropriate data, assessment strategies, and research methods to understand and accommodate diverse student and community conditions and dynamics.
3. Utilizes diversity as an asset of the school community to strengthen educational programs.
4. Shares responsibilities with communities to improve teaching and learning.

Standard 5: Ethical Leadership

An educational leader promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.



Dispositions represented in Expectation 5:

The education leader believes in, values, and is committed to:

- Assuming personal responsibility for actions.
- Collaboration with all stakeholder groups.
- Continuous professional learning and growth.
- Ethical principles in all relationships and decisions.
- Every student learning.
- High expectations for students, staff, and community.
- Learning as the fundamental purpose of school.
- Reflection on assumptions and beliefs.
- Upholding and improving laws and regulations.

Narrative

Educational leaders are held to codes of ethics with attention to personal conduct, fiscal responsibilities, and legal behavior. Educational leaders recognize that there are existing inequities in current distribution of high-quality educational resources. They work to remove inequities and barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, or gender discrimination and disadvantage. They hold high expectations for every student and assure that all students have what they need in order to learn. Ethics and

integrity involve leading from a position of caring and modeling care, respect, and belonging to everyone in the learning community. Educational leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model a willingness to engage in discussion about how to improve learning for every student. They provide opportunities for others to share in decision-making and monitor the consequences of decisions and actions on students, educators, and stakeholder groups.

Performance Expectation 5A:

Educational Leaders...

Demonstrate appropriate, ethical, and legal behavior expected by the profession.

Indicators for 5A:

A leader...

1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
2. Protects the rights of students and staff, including appropriate confidentiality.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.
4. Demonstrates respect for the inherent dignity and worth of each individual.

Performance Expectation 5C:

Educational Leaders...

Perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.

Indicators for 5C:

A leader...

1. Self-reflects on professional work, analyzes strengths and weaknesses, and establishes goals for professional growth.

2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment,

data, teacher support, evaluation, and professional development strategies.

3. Develops and uses understanding of educational policies to implement equitable or proven approaches to meet short-term goals.

4. Helps educators and the community understand and focus on vision, mission, goals, and consequences for students within legal and political constructs surrounding educational purposes and methods.

5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

5. Models respect for diverse community stakeholders and treats them equitably.
 6. Demonstrates respect for diversity by developing cultural sensitivity and equitable practices.

Performance Expectation 5B:

Educational Leaders...

Examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning.

Indicators for 5B:

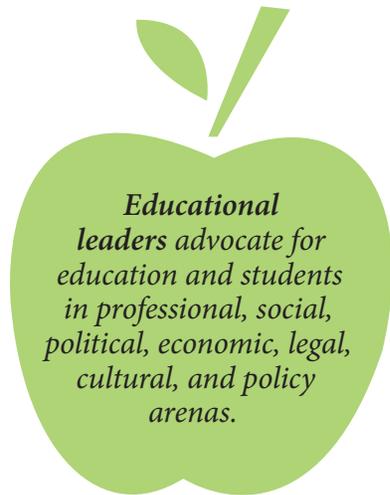
A leader...

1. Self-assesses personal assumptions, values, beliefs, and practices that guide improvement of student learning.

2. Uses a variety of strategies to lead others in safely examining deeply-held assumptions and beliefs that may conflict with vision, mission, and goals.

3. Respectfully challenges and works to change assumptions, beliefs, and biases that negatively affect students, educational environments, and every student's learning.

Standard 6: System Leadership



An educational leader 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.

Dispositions exemplified in Standard 6:

The education leader believes in, values, and is committed to:

- Advocating for students and education.
- Affirming diversity.
- Collaboration with all stakeholder groups.
- Eliminating barriers to achievement.
- Equitable distribution of resources.
- Every student learning.
- Influencing policies.
- Learning as the fundamental purpose of school.
- Reflection on assumptions and beliefs.
- Upholding and improving laws and regulations.

Narrative

Educational leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student. Education leaders advocate for education and students in professional, social, political, economic, legal, cultural, and policy arenas. They recognize how structures of governance affect federal, state, and local policies and work to influence policies to benefit all students. Professional relationships with a range of stakeholder groups and policymakers enable educational leaders to identify, respond to, and influence issues and

policies. Education leaders contribute in a variety of roles their special skills and insights to the legal, economic, political, cultural, and social well-being of educational organizations and environments.

Performance Expectation 6A:

Educational Leaders...

Demonstrate active participation in the school's local community.

Indicators for 6A:

A leader...

1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
2. Actively develops relationships with a range of stakeholders and/or policymakers (e.g., community, local, state) to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational

excellence and equity in education.

Performance Expectation 6c:

Educational Leaders...

Increase the effectiveness of the school community's efforts to improve education.

Indicators for 6c:

A leader...

1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of students and families.

2. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.

3. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

4. Supports public policies that provide for present and future needs of students and families and improve education.

expectations and policy goals.

Performance Expectation 6b:

Educational Leaders...

Contribute to the larger arena of educational policy making.

Indicators for 6b:

A leader...

1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for all students.

2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform political discussions and decision-making.

3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.

4. Advocates within the educational policy environment for increased support of

3 A Rubric for Educational Leadership Standards, Performance Expectations and Indicators

The Utah Educational Leadership Standards are a description of highly effective leadership as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to lead effective schools and teach the Utah Core Standards. The Educational Leadership Standards align with national leadership standards (ISLLC, 2008) and current research on effective leadership practice.

The categorical ratings indicated on the Educational

Leadership Standards' rubric follow a continuum of professional leadership learning and outline phases of the development of leadership skills from the most basic to the highest levels of attainment. The continuum of professional leadership learning (Highly Effective, Effective, Emerging Effective, and Rudimentary) is intended to be used in a **formative** way as part of self-reflection and self-assessment. They also provide information that is useful for purposes of mentoring, coaching, professional development,

and early intervention. The rubric of indicator behaviors and actions are written to be observable and measurable. These behaviors and actions are also indirectly associated with enhanced teacher performance and improved student outcomes. The Utah Educator Evaluation Framework (R277-531) is aligned with this document and is accomplished by evaluation tools which are intended for use in both **formative and summative** educational leadership evaluation systems.

Standard 1: Visionary Leadership

An educational leader 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.

PERFORMANCE EXPECTATION 1A:

Educational leaders establish high and measurable expectations for all students and educators.

	Rudimentary	Emerging Effective	Effective	Highly Effective
INDICATORS FOR 1A: <i>A Leader...</i>				

Highly Effective	Effective	Emerging Effective	Rudimentary	INDICATORS FOR 1A: <i>A Leader...</i>
<p>Engages all stakeholder groups in understanding information from a variety of sources and in understanding how to analyze data in order to assist in focusing vision, mission, and goals with high, measurable expectations for all students and educators.</p>	<p>Selects and organizes data about current processes and outcomes and connects that data with best information sources that shape vision, mission, and goals with high measurable expectations for all students and educators.</p>	<p>Uses several information sources and some data to shape vision, mission, and goals with expectations for students and educators.</p>	<p>Uses a single source of information and data about what is currently occurring to shape mission and goals.</p>	<p>1. Uses varied sources of evidence and analyzes data about current practices and outcomes to shape vision, mission, and goals with high, measurable expectations for all students and educators.</p>
<p>Leads stakeholder groups to know and use school, district, state, and federal policies as a method of aligning, adapting, and revising shared vision, mission, and goals within the larger context of school improvement and student achievement.</p>	<p>Ensures that the overall meaning and expressions contained within vision, mission, and goals are aligned with school, district, state, and federal policies.</p>	<p>Attempts to align vision, mission, and goals for congruence with school, district, state, and federal policies.</p>	<p>Treats expressions of vision, mission, and goals as isolated statements and programs with little reference to overall policy direction.</p>	<p>2. Aligns, revises, and adapts vision, mission, and goals to school, district, state, and federal policies.</p>
<p>Provides professional development, facilitation, and guidance about demographics, research, and best practices to all stakeholder groups and engages them in setting vision, mission, and goals in order to provide equitable, appropriate, and effective learning opportunities for every student to achieve.</p>	<p>Includes various stakeholder groups—including the school population and works community—and works to build consensus about vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student to achieve.</p>	<p>Invites input from many stakeholder groups in the school community when creating vision, mission, and goals.</p>	<p>Informs stakeholder groups about vision, mission, and goals, which are limited in scope.</p> 	<p>3. Incorporates diverse perspectives and builds consensus to provide equitable, appropriate, and effective learning opportunities for every student to achieve.</p>

PERFORMANCE EXPECTATION 1B:

Educational leaders facilitate a process of creating a shared vision, mission, and goals.

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
INDICATORS FOR 1B: <i>A Leader...</i>				
1. Establishes, conducts, and evaluates processes used to engage staff, community, and diverse stakeholders in a shared understanding and commitment to vision, mission, and goals.	Offers approaches to creating vision, mission, and goals, but is not inclusive of staff and diverse stakeholder groups.	Experiments with processes for creating and evaluating ways to involve staff and diverse stakeholder groups in vision, mission, and goals.	Implements and evaluates techniques which engage staff and diverse stakeholder groups in supporting vision, mission, and goals.	Leads and demonstrates ways to institute, implement, and evaluate processes which engage staff and diverse stakeholder groups in supporting vision, mission, and goals.
2. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.	Limits information and sharing of responsibilities among staff and diverse stakeholder groups for making decisions and evaluating actions and outcomes.	Shares information and directs responsibilities for making decisions and evaluating actions and outcomes with staff and diverse stakeholder groups.	Enables staff and diverse stakeholder groups to develop commitments and responsibilities that are tied to the decision making process and to evaluate the outcomes of their decisions using multiple data sources.	Leads and facilitates staff and diverse stakeholder groups to develop and reflect upon the commitments and responsibilities that are tied to the decision making process and to evaluate the quality of the outcomes of their decisions using multiple data sources.
3. Communicates and acts on commitments in the shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.	Shows little regard for vision, mission, and goals in reference to actions and decisions.	Supports through words commitment to vision, mission, and goals.	Leads and models to staff and community the responsibility to act with consistency and adhere through both words and actions a commitment to vision, mission, and goals.	Leads, models, and assesses with staff and community the effectiveness of their adherence to words and actions which demonstrate commitment to vision, mission, and goals and works to ensure continuing fit with school, student, and staff needs.

Educational leaders sustain strong organizational commitment to vision, mission and goals aimed at continuous improvement.

PERFORMANCE EXPECTATION 1C:

INDICATORS FOR 1C:

A leader...

1. Uses or develops data systems and other sources of information to

identify unique strengths and needs of students,

gaps between current outcomes and goals, and areas for improvement.

Uses sources of information and data in limited ways to understand the needs of students.

Uses information sources and data systems which provide knowledge that can be used to assess whether goals for students are being met.

Ensures that sources of information and data systems are used to assess whether goals for student progress are being met, and then *specifies areas for improving* student achievement.

Creates or adapts data systems and uses appropriate data and additional information sources for assessing goals and student progress, and *proceeds with a plan* for involving stakeholder groups in improving student achievement.

2. Engages faculty, staff and school community by making decisions informed by vision, mission, data, research, and best practices to identify and eliminate barriers, shape plans, programs, and activities, and regularly review their effects.

Has limited knowledge and skill in the use of data and research to identify barriers to goal accomplishment and program review.

Explores and practices with the use of data, research, and best practices to shape plans, programs, and activities associated with vision, mission, and goals.

Uses collaborative methods with stakeholder groups to review data, research, and best practices in order to shape needed, programs and activities, and identify barriers to goal accomplishment by reviewing the impact of the programs and activities on student learning.

Engages all staff and diverse stakeholder groups in the decision making process and uses data, research, and best practices to identify and eliminate barriers to accomplishing goals by regularly reviewing and evaluating the outcomes of planning, program development, and activities associated with vision, mission, and goals.

3. Uses vision, mission, and goals to guide school improvement planning, change strategies, and implement instructional programs.

Does very little to provide for improvement planning, change strategies, and instructional programs as they relate to vision, mission, and goals.

Consults and considers vision, mission, and goals when planning, selecting change strategies, and selecting instructional programs.

Aligns vision, mission, and goals with improvement planning processes, change strategies, and implementing effective instructional programs.

Uses vision, mission, and goals on a regular basis as a *foundation for setting short and long-range goals* and purposes to improve or resources to improve instruction.

Rudimentary

Emerging Effective

Effective

Highly Effective

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
<hr/> <p>4. Obtains, aligns, and allocates resources to achieve the vision, mission, and goals.</p> <hr/>	Uses criteria other than vision, mission, and goals when selecting and using resources.	Considers vision, mission, and goals when selecting and using resources.	Ensures that resources are available and used to promote the achievement of vision, mission, and goals.	Encourages diverse stakeholder groups to develop resources and/or obtain cutting edge resources which promote the achievement of vision, mission, and goals.
<p>5. Evaluates for continuous improvement toward vision, mission, and goals to advocate for and guide plans, programs, and activities to provide equitable, appropriate, and effective learning opportunities for every student.</p>	Conducts cursory reviews of progress toward vision, mission, and goals with little evidence or revision of programs and activities.	Employs some evidence to evaluate and review progress toward vision, mission, and goals when revising programs and activities.	Uses evidence to evaluate and revise programs and activities in order to provide equitable, appropriate, and effective learning opportunities for every student as it relates to vision, mission, and goals.	Utilizes sound and systemic evidence of progress toward vision, mission, and goals to predict trends and see patterns of needs and opportunities for growth when planning equitable, appropriate, and effective programs and activities for all students.

Standard 2: Teaching and Learning

An educational leader 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.

PERFORMANCE EXPECTATION 2A:

Educational leaders ensure strong professional cultures that support teaching and learning.

INDICATORS FOR 2A: <i>A leader...</i>	
<p>1. Develops shared understanding of and commitment to ongoing professional learning to achieve high expectations for all students.</p>	<p>Makes organizational and instructional decisions with little regard to impact on student outcomes.</p>
<p>2. Builds organizational capacity that collectively improves instructional practices and student outcomes.</p>	<p>Makes school decisions mostly in isolation and informs others of these decisions.</p>
<p>3. Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.</p>	<p>Frequently makes effort to include others in sharing information, analyzing outcomes and planning improvement, but results do not permeate the school culture.</p>
<p>1. Develops shared understanding of and commitment to ongoing professional learning that support student learning and school sustainability.</p>	<p>Provides professional learning activities that support student learning and school sustainability.</p>
<p>2. Builds organizational capacity to positively impact student learning and school culture.</p>	<p>Consistently hires, trains and retains professional staff that collaboratively work to improve instructional practices and student outcomes.</p>
<p>3. Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.</p>	<p>Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.</p>
<p>1. Develops shared understanding of and commitment to ongoing professional learning activities that enhance adult capacity to provide varied, targeted and sustainable professional learning activities that support student learning and school sustainability.</p>	<p>Provides professional learning activities that support student learning and school sustainability.</p>
<p>2. Builds organizational capacity to positively impact student learning and school culture.</p>	<p>Builds a self-sustaining structure that provides for staff to actively participate in improving instructional practices and student outcomes by hiring, professional development, and instructional decisions.</p>
<p>3. Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.</p>	<p>Sustains an ongoing professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.</p>

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
<hr/> <p>4. Uses data about teacher practice to identify and support individual and team professional learning needs across a continuum of professional growth.</p> <hr/>	Provides very little data-based feedback.	Uses some clearly defined sources of information as the basis for feedback, and offers feedback on an unscheduled, irregular basis.	Provides feedback that includes multiple clearly defined sources , delivers feedback on a regular basis, and links data and feedback to improvement in teaching and learning for individuals and teams.	Differentiates some of the data sources on which feedback is based according to individual needs and team needs, and aggregates data to offer individual, school, and system-level feedback which supports a continuum of professional growth.
<p>5. Guides and supports quality professional development that results in improved teaching and learning and meets diverse learning needs for all students.</p>	Offers little or ineffective professional development without regard to learners' needs.	Initiates professional learning opportunities that apply best practices to classrooms, schools, individual students, and learning objectives for all curricular areas in the aggregate.	Implements professional learning with performance-based components and ensures that professional learning for educators focuses on the characteristics and demographics of learners.	Organizes a long-term plan for continuous improvement of quality professional development that is built on data, feedback and continuous study of evidence-based practices and focused on the learning needs for all students.

PERFORMANCE EXPECTATION 2B:

Educational leaders require all educators to know and use Utah Core Standards, and current Utah Effective Teaching Standards.

Highly Effective	Effective	Emerging Effective	Rudimentary	INDICATORS FOR 2B: <i>A Leader...</i>
<p>Uses examples of student and teacher work to clarify and promote individual and team understanding and support collaborative practices that encourage the use of rigorous curriculum and appropriate instructional practices to promote high levels of achievement for all students.</p>	<p>Organizes staff and information sources to create a common focus for individuals and teams for analyzing student work, monitoring student progress, and adapting curriculum, and adjusting instructional practice to meet student learning needs.</p>	<p>Knows ways to analyze student work, monitor student progress, adapt curriculum and adapt instructional practice, but does not break it down to individual or team levels.</p>	<p>Lacks a practical understanding of how to analyze student work, monitor student progress, adapt curriculum and adapt instructional practice.</p>	<p>1. Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.</p>
<p>Leads staff in formal and informal sessions which focus on Utah Core Standards, aligning rigorous curriculum, effective instruction, and appropriate assessments to meet every student's learning needs.</p>	<p>Arranges for professional learning opportunities for staff to understand and apply the Utah Core Standards and reflect upon curriculum, instruction, and assessments.</p>	<p>Offers opportunities through random events for educators to understand, apply, and reflect upon the use of Utah Core Standards, and instructional practices, and assessments.</p>	<p>Provides little leadership in applying the Utah Core Standards, instructional practices, and assessments.</p> 	<p>2. Facilitates shared understanding of Utah Core Standards and standards-based instructional practices and programs by providing support and guidance to teachers in implementing rigorous curriculum, effective instruction, content standards, and appropriate assessments to meet student learning needs.</p>

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>3. Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.</p>	<p><i>Has very little understanding of how to differentiate instruction</i> for diverse learners and <i>is awkward</i> in assisting staff with this skill.</p>	<p><i>Is learning how to differentiate instruction</i> using a variety of strategies, resources, and accommodations and <i>makes some efforts</i> to improve instructional strategies.</p>	<p><i>Provides regular professional learning opportunities</i> for all educators to increase their knowledge of differentiated instructional approaches and varied resources and to <i>examine practices</i> that meet the needs of all learners.</p>	<p><i>Leads and facilitates professional learning</i> on differentiated teaching strategies, curricular resources, and technologies and <i>ensures</i> that these strategies and resources are being applied and used in teachers' classrooms as instruction is adjusted to meet various student needs and backgrounds.</p>
<p>4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.</p>	<p><i>Has little awareness of research</i> about student-based strategies and practices that are appropriate in the local context to increase learning for every student.</p>	<p><i>Studies the literature and research</i> on using instructional practices to promote student achievement for all learners.</p>	<p><i>Provides educators with knowledge of and encouragement for using strategies</i> that hold promise for improving learning in the local context.</p>	<p><i>Applies research-based best practice approaches</i> when conducting professional learning and other events for adult educators to inform curriculum and instructional practices that are useful in the local context.</p>
<p>5. Provides instructional leadership by supervising, evaluating, coaching, and mentoring educators to improve instructional practice.</p>	<p><i>Completes supervisory function</i> and encourages professional growth with <i>little success</i>.</p>	<p><i>Attempts to guide improvement in instructional practice</i> by completing formative evaluation tasks.</p>	<p><i>Improves instructional practice</i> by supervising, evaluating, coaching, and mentoring educators.</p>	<p><i>Builds capacity for all educators</i> to be involved in <i>reflective practice</i> to monitor their own progress in improving instruction and assist others in their progress.</p>

Educational leaders implement appropriate systems of assessment and accountability.

PERFORMANCE EXPECTATION 2C:

INDICATORS FOR 2C: <i>A Leader...</i>	
<i>Rudimentary</i>	<p>1. Collects and appropriately uses standards-based accountability data to improve the quality and effectiveness of teaching and learning.</p> <p><i>Uses a single source of information for decisions about student learning, and teacher effectiveness, and program quality.</i></p> <p><i>Seeks sources of aligned, standards-based accountability data that relate to effective teaching and learning.</i></p> <p><i>Aligns standards-based goals with outcome data to improve the quality and effectiveness of teaching and learning.</i></p> <p><i>Provides professional development to teachers on the use of aligned, standards-based accountability data to improve the quality and effectiveness of teaching and learning.</i></p>
<i>Emerging Effective</i>	<p>2. Uses varied sources and data to evaluate student learning, effective teaching, and program quality.</p> <p><i>Uses a single source of information and minimal data for decision making about student learning and program quality.</i></p> <p><i>Uses varied sources of data and information for program evaluation and student assessment.</i></p> <p><i>Appropriately matches different kinds of data and assessments with the kinds of information needed to make sound judgments about program effectiveness and student achievement.</i></p> <p><i>Leads staff and other multiple sources available for decision making about programs and learning outcomes and the criteria to be considered in matching those sources with information needed to evaluate student learning, effective teaching, and program quality.</i></p>
<i>Highly Effective</i>	<p>3. Uses effective data-based technologies and management systems to support regular analysis and interpretation of data for accountability reporting and to guide continuous improvement of teaching and learning.</p> <p><i>Uses little technology or performance management systems to direct school improvement.</i></p> <p><i>Studies technology and performance management systems available and is learning the relationship between such tools and school improvement.</i></p> <p><i>Applies appropriate technology and performance management systems to address stated goals and to adjust programs and resources for improvement aimed at enhanced teaching and learning.</i></p> <p><i>Explores cutting edge technologies and other assessment tools, and collaborates with colleagues to improve the quality of the technology and program management tools for continuous school improvement associated with enhanced teaching and learning.</i></p>

4. **Synthesizes data and evaluates progress** toward vision, mission, and goals for all stakeholders.

Rudimentary

Has little understanding about the relationship between vision, mission, and goals and the use of data.

Emerging Effective

Studies tools available for gathering data and **attempts to relate** these data to vision, mission, and goals.

Effective

Organizes and interprets data so that individual educators and stakeholder groups can understand the results and **plan for future improvement** of vision, mission, and goals.

Highly Effective

Leads educators to organize data so that results have meaning in terms of expressed goals and leads educators to know strategies for communicating complex findings so that individuals and stakeholder groups can **understand the meaning** of the data in terms of expressed vision, mission, and goals.

Standard 3: Management for Learning

An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

PERFORMANCE EXPECTATION 3A:

Educational leaders distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning.

INDICATORS FOR 3A: <i>A Leader...</i>					
1. Distributes and oversees responsibilities of management structures and procedures to support teaching and learning while developing capacity for shared leadership of operational systems.	Provides very few management structures and procedures and is unaware of how they support student learning.	Knows some of the strategies needed to build management structures and uses them appropriately to support teaching and learning.	Assigns and reviews the duties and responsibilities associated with leading operational systems and encourages others to assist in the use of appropriate strategies for school management to support teaching and learning.	Engages stakeholder groups in analyzing duties and responsibilities associated with leading operational systems and planning for appropriate assignments while modeling effective problem solving skills and knowledge of strategic, long-range and operational planning to support teaching and learning.	Leads staff and stakeholder groups to understand and sustain the positive relationship between a well-maintained and accessible physical plant and student learning.
	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>	
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support the learning of every student.	Does not maintain the physical plant or keep in compliance with ADA or access issues.	Knows the requirements of maintaining the physical plant and works to ensure adherence to safety, ADA, and other access issues.	Maintains the physical plant, adheres to safety and ADA requirements and other access issues in order to support student learning.		

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>3. Develops and facilitates communication and data systems that assure the timely flow of information to support teaching and learning.</p>	<i>Does little</i> to facilitate the timely flow of information.	<i>Employs systems</i> to provide timely flow of information.	<i>Develops and facilitates communication and data systems</i> that assure the timely flow of communication to support teaching and learning.	<i>Engages diverse stakeholder groups</i> in developing and facilitating communication and data systems to support teaching and learning.
<p>4. Oversees acquisition and maintenance of equipment and effective technologies to support teaching and learning.</p>	<i>Shows little understanding for use of equipment and technologies</i> and their relationship to teaching and learning.	<i>Explores options for and provides equipment and technologies</i> that are effective and support student learning.	<i>Ensures that equipment and technologies</i> that are effective and support student learning are acquired and maintained.	<i>Leads stakeholder groups</i> to explore and use tools, technologies, and applications that are effective, especially with regard to supporting student learning.
<p>5. Evaluates and uses effective tools to revise processes and procedures to ensure teacher and organizational resources are focused to support quality instruction and student learning.</p>	<p><i>Only conducts reviews of processes and procedures if required to do so,</i> and fails to understand implications for teaching and learning.</p> 	<i>Conducts reviews of processes and procedures</i> and uses resources <i>without fully understanding</i> their relationship to student learning.	<i>Uses effective tools to evaluate</i> and revise processes and procedures to focus resources on instruction and learning.	<i>Engages all stakeholder groups</i> in evaluating the success with which duties and responsibilities associated with processes and procedures have been executed and uses this information in planning for improvement in high quality instruction and student learning.

PERFORMANCE EXPECTATION 3B: Educational leaders strategically allocate and align human, fiscal, technological, and physical resources.

Highly Effective	Effective	Emerging Effective	Rudimentary	INDICATORS FOR 3B: <i>A Leader...</i>
<p>Enables stakeholder groups to understand the importance of abiding by monetary guidelines and increases their knowledge of ways to effectively direct resources toward teaching and learning.</p>	<p>Adheres to monetary guidelines and effectively directs resources toward teaching and learning.</p>	<p>Understands monetary guidelines and develops capability of directing resources toward teaching and learning.</p>	<p>Has little understanding of monetary guidelines and/or fails to direct resources toward teaching and learning.</p>	<p>1. Operates within budget and fiscal guidelines directed effectively toward teaching and learning.</p>
<p>Teaches stakeholder groups ways to use funding to simultaneously meet student needs and district, state, and federal mandates.</p>	<p>Allocates funds based on student needs within the framework of district, state, and federal fiscal mandates.</p>	<p>Lacks understanding of ways to meet district, state and federal fiscal mandates while allocating funds to meet student needs.</p>	<p>Does not allocate funds appropriately.</p>	<p>2. Allocates funds based on student needs within the framework of federal, state, and district rules.</p>
<p>Seeks additional resources to further vision, mission, and goals and models new ways to manage existing resources.</p>	<p>Aligns and uses resources to achieve vision, mission, and goals.</p>	<p>Explores ways to use resources to achieve vision, mission, and goals.</p>	<p>Does not relate use of resources with vision, mission, and goals.</p>	<p>3. Leverages resources to achieve vision, mission, and goals.</p>
<p>Involves other appropriate personnel and diverse stakeholder groups as well as teacher leaders to recruit, develop, and retain highly qualified and highly effective personnel.</p>	<p>Recruits, develops, and retains highly qualified and highly effective personnel.</p>	<p>Implements, investigates, and experiments with ways to recruit, develop, and retain highly qualified and effective personnel.</p>	<p>Does not effectively recruit, develop, and/or retain personnel.</p>	<p>4. Implements practices to recruit, develop, and retain highly qualified and effective personnel.</p>

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
<hr/> 5. Assigns personnel to address diverse student needs , legal requirements, and equity goals.	Does not appropriately assign personnel to meet diverse student needs.	Lacks understanding and/or assigns some personnel to address some of the diverse student needs, legal requirements, and equity goals.	Assigns personnel to address diverse student needs , legal requirements, and equity goals.	Teaches, models, and demonstrates to others how to match talent and experience of personnel with diverse student needs, legal requirements, and equity goals.
<hr/> 6. Conducts personnel evaluation processes that develop and improve professional practice, by providing timely feedback, and remediates and/or terminates employment in keeping with district and state policies.	Conducts employee evaluations with little regard to adhering to deadlines and procedures.	Employs personnel evaluation processes that offer some benefit in promoting future professional practice and complies with district and state policies.	Conducts personnel evaluation processes that lead to improved professional practice and complies with district and state policies.	Relates personnel evaluation policies to improve professional growth and enhance professional practice and complies with district and state policies in ways that all employees can understand.
<hr/> 7. Seeks and secures additional resources needed to accomplish vision, mission, and goals.	Minimally uses supplied resources in ways that support vision, mission, and goals.	Responds to opportunities presented to add resources for accomplishing vision, mission, and goals.	Seeks and secures additional resources needed to accomplish vision, mission, and goals.	Networks effectively to connect with a variety of additional resources focused on accomplishing vision, mission, and goals.

Educational leaders protect the well-being and safety of students and staff.

PERFORMANCE EXPECTATION 3C:

INDICATORS FOR 3C:

A Leader...

1. Advocates for and creates collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.

Does little to create collaborative systems or shared leadership that support student and staff safety and well-being.

2. Involves parents, teachers, and students in developing, implementing, and monitoring expectations and norms for accountable behavior.

Is aware of the need for developing, implementing, and monitoring guidelines and norms for accountable student behavior, but is not successful in doing so.

3. Develops and monitors a comprehensive safety and security plan and implements effective instructional program and practices to address current safety and well-being topics.

Provides safety and security plan based on insufficient data and investigation and/or may not use the plan as indicated.

Rudimentary

Supervises shared responsibilities and collaborative systems that support student and staff safety and well-being.

Creates and monitors guidelines for accountable behavior within a closed circle of individuals.

Drafts and uses a comprehensive safety and security plan based on critical incidents and needs.

Emerging Effective

Takes responsibility to develop and establish collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.

Develops, implements, and monitors guidelines and norms for accountable student behavior by consulting various stakeholder groups.

Develops, shares, and monitors a comprehensive safety and security plan and implements effective instructional programs and safety practices to address safety topics.

Effective

Leads others and models an example of how shared leadership and collaborative systems can and do support student and staff safety and well-being.

Ensures that all stakeholder groups are active and participating in developing, implementing, and monitoring guidelines and norms for accountable student behavior.

Collaborates with stakeholder groups and demonstrates to others how the comprehensive safety and security plan relates to a safe environment for teaching and learning.

Highly Effective

Standard 4: Community Collaboration

An educational leader 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.

PERFORMANCE EXPECTATION 4A:

Educational leaders collaborate with families and diverse community stakeholders to extend programs, services, and outreach.

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
INDICATORS FOR 4A: <i>A Leader...</i>				
1. Collects, analyzes, and shares data and information with the community pertinent to the educational environment.	Makes minimal effort to ensure that public information strategies fit with the abilities and needs of the families and the community.	Experiments with techniques for providing public information strategies appropriate to the needs and abilities of stakeholders in order to communicate with families and community members.	Collects, analyzes, and shares data and information with the community , and uses public information strategies that are appropriate to the needs and abilities of stakeholders in order to communicate with families and community members.	Shares the rationale behind the data that are collected, analyzed and reported to community members, reviews the efficiency and effectiveness of strategies used to communicate with families and community members, and seeks new ways to continue effective public information strategies that are appropriate to the needs and abilities of stakeholders in order to communicate with families and community members as demographics and opportunities change.

<p><i>Highly Effective</i></p>	<p>Forges ways to extend the school community through providing outreach services.</p>	<p>Shares the rationale behind the effective public information strategies chosen, reviews the efficiency and effectiveness of communication strategies with families and community members, and seeks new ways to ensure that effective, timely, and accurate information is communicated to meet the needs and abilities of stakeholders as demographics and opportunities change.</p>	<p>Teaches families of diverse student populations effective strategies for making appropriate, well-informed decisions about their students' educational options and involves the families in the decision-making process through positive family partnerships.</p>
<p><i>Effective</i></p>	<p>Provides varied services to students and families through extended school programs.</p>	<p>Uses effective, timely, and accurate communication strategies with families and community members appropriate to their needs and abilities.</p>	<p>Involves families in decision making about their students' education, and invites families to partner with the school for improved student outcomes.</p>
<p><i>Emerging Effective</i></p>	<p>Provides limited services to students through extended school programs.</p>	<p>Experiments with providing timely and accurate information appropriate to the needs and abilities of stakeholders.</p>	<p>Creates opportunities for families to have input into their students' education and understands the importance of family partnerships.</p>
<p><i>Rudimentary</i></p>	<p>Limits school services to regular daytime programs.</p>	<p>Minimally uses communication strategies without regard to the abilities and needs of the families and the community.</p>	<p>Excludes families, whether intentionally or not, and does not involve families in the decision making about their students' education.</p> 
<p>2. Develops comprehensive strategies by collaborating with the community in support of outreach programs and services.</p>		<p>3. Uses effective communication strategies with families and community members to provide timely and accurate information.</p>	
<p>4. Applies communication and collaboration strategies to involve families in decision making about their students' education and develop positive family partnerships.</p>			

PERFORMANCE EXPECTATION 4B:

Educational leaders respond and contribute to community interests and needs.

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
INDICATORS FOR 4B: <i>A Leader...</i>				
1. Identifies, builds and sustains productive relationships with community partners.	<i>Makes minimal effort</i> to develop community and local partnerships.	<i>Explores the ways in which communication and collaboration strategies</i> might be used to develop local community partnerships.	<i>Applies sustainable and workable communication and collaboration strategies</i> to develop local community partnerships.	<i>Models and shares with others the processes and outcomes</i> of sustaining successful community partnerships developed through the use of communication and collaboration strategies.
2. Uses appropriate data, assessment strategies, and research methods to understand and accommodate diverse student and community conditions and dynamics.	<i>Makes ineffective efforts</i> to understand a diverse community.	<i>Investigates assessment strategies and research methods</i> which may lead to understanding and accommodation of diverse student and community conditions and dynamics.	<i>Uses appropriate assessment strategies and research methods</i> to gather data in order to understand and accommodate diverse student and community needs, conditions, and dynamics.	<i>Models and demonstrates how findings from appropriate assessment strategies and research methods</i> lead to understanding and accommodation of diversity within varied community conditions and dynamics.
3. Utilizes diversity as an asset of the school community to strengthen educational programs.	<i>Does not acknowledge diversity</i> among students as necessarily desirable or positive.	<i>Studies the ways in which aspects of diverse groups can enrich</i> the school community and strengthen educational programs.	<i>Capitalizes</i> on diversity as an asset of the school community to strengthen educational programs.	<i>Demonstrates through examples and personal modeling</i> the advantages diversity holds for strengthening educational programs and the school community.
4. Shares responsibilities with communities to improve teaching and learning.	<i>Does not share</i> with the community responsibilities for improving teaching and learning.	<i>Attempts in small ways</i> to engage communities in improving teaching and learning.	<i>Effectively shares responsibilities</i> with communities by inviting stakeholder groups into the school to participate in the improvement process.	<i>Explains and models to others</i> the behaviors, language, and attitudes that will engage the community in participating in the process to improve teaching and learning.

PERFORMANCE EXPECTATION 4C:

Educational leaders maximize shared school and community resources to provide essential services for students and families.

<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging Effective</i>	<i>Rudimentary</i>	INDICATORS FOR 4C: <i>A Leader...</i>
<p>Forges ways to strengthen offerings to families and students by arranging for services across and between school and community agencies and works to make these offerings complementary.</p>	<p>Links to and collaborates with community agencies for health, social, and other services to families and students.</p>	<p>Acquires information as needed about services, funding, and location of community agencies serving families and students.</p>	<p>Views school services as separate from other community agencies offering services to families and students.</p>	<p>1. Links to and collaborates with community agencies for health, social, and other essential services to families and students.</p>
<p>Seeks out and explains the development and implementation of mutually beneficial relationships with business, religious, political, and service organizations to share resources, including school and community facilities.</p>	<p>Develops mutually beneficial relationships with business, religious, political, and service organizations to share resources, including school and community facilities.</p>	<p>Responds positively to requests from business, religious, political, and service organizations to share resources.</p>	<p>Views school resources as separate from other community resources.</p>	<p>2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources.</p>
<p>Models and demonstrates to others the effects of securing and building community support for maximizing existing and future resources to positively affect student and adult learning, including parents and others who provide care for students.</p>	<p>Secures community support to sustain existing resources that address student and adult learning, including parents and others who provide care for students.</p>	<p>Employs techniques designed to engage community for sustaining existing resources and securing new resources.</p>	<p>Makes minimal effort to engage community for sustaining support for sustaining existing resources or adding new resources.</p>	<p>3. Mobilizes and aligns the resources of schools, family, and community to positively affect student and adult learning, including parents and others who provide care for students.</p>

Standard 5: Ethical Leadership

An educational leader promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.

PERFORMANCE EXPECTATION 5A:

Educational leaders demonstrate appropriate, ethical, and legal behavior expected by the profession.

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
INDICATORS FOR 5A: <i>A Leader...</i>				
1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.	Is complacent and unconcerned about personal, professional, and stakeholder groups' ethics, integrity, justice, and fairness.	Sets goals and strives for high standards of personal and professional ethics, integrity, justice and fairness in self and in stakeholder groups.	Models personal and professional ethics, integrity, justice, and fairness and expects the same of stakeholder groups.	Articulates, models, expects, and helps to define for self and stakeholder groups the highest standards of professional ethics, integrity, justice, and fairness.
2. Protects the rights of students and staff, including appropriate confidentiality, .	Inconsistently maintains confidentiality and has minimal regard for protecting the rights of others.	Meets the requirements of the law with regard to rights and confidentiality of students and staff.	Protects the rights and appropriate confidentiality of students and staff.	Models and leads stakeholder groups to establish ways to protect rights and confidentiality in complex situations.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.	Engenders little trust or inappropriately uses professional influence and authority.	Is viewed as trustworthy as an individual in personal and professional ways.	Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.	Coaches stakeholder groups to follow practices of consistent and trustworthy behavior to enhance professional influence for the common good.

<i>Highly Effective</i>	<p>Engages with stakeholder groups in conversations about a variety of verbal, nonverbal, and organizational ways to demonstrate respect for every person.</p>	<p>Leads stakeholder groups in the study of ways to create equitable treatment for individuals of varying cultures, backgrounds, experiences, and opinions.</p>	<p>Helps to describe and facilitate professional development for stakeholder groups in cultural competency and equitable practices.</p>	
<i>Effective</i>	<p>Demonstrates respect for the inherent dignity and worth of each individual.</p>	<p>Models in words and actions, respect for diverse community stakeholder groups and treats them equitably.</p>	<p>Demonstrates respect for diversity by developing cultural competency skills and equitable practices.</p>	
<i>Emerging Effective</i>	<p>Generally applies respectful tones of voice and behaviors with those in the organization and the community.</p>	<p>Shows tolerance for and attention to the norms and standards of differing cultures and of those holding differing opinions.</p>	<p>Studies and practices the skills needed to show respect and equity across diverse populations.</p>	
<i>Rudimentary</i>	<p>Shows little respect to those in the organization and the community.</p>	<p>Generally shows little respect or acknowledgement for the norms and standards of differing cultures and of those holding differing opinions.</p>	<p>Fails to consistently respond to cultural diversity and equitable practices.</p>	
				
4. Demonstrates respect for the inherent dignity and worth of each individual.	<hr/>			6. Demonstrates respect for diversity by developing cultural sensitivity and equitable practices.
5. Models respect for diverse community stakeholders and treats them equitably.	<hr/>			

PERFORMANCE EXPECTATION 5B:

Educational leaders examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning.

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
INDICATORS FOR 5B: <i>A Leader...</i>				
1. Self-assesses personal assumptions, values, beliefs, and practices that guide improvement of student learning.	<i>Minimally reflects</i> on personal assumptions, values, beliefs, and practices.	<i>Articulates personal assumptions, values, beliefs, and practices</i> and their <i>relationship</i> to the practice of educational leadership.	<i>Assesses own personal assumptions, values, beliefs, and practices that guide improvement</i> of student learning.	<i>Assists stakeholder groups to understand the outcomes</i> of personal assessment of assumptions, values, beliefs, and practices and the <i>linkage of these outcomes</i> to improvement of student learning.
2. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision, mission, and goals.	<i>Minimally fosters personal reflection</i> of deeply held assumptions and beliefs that may conflict with vision, mission, and goals by stakeholder groups.	<i>Promotes personal reevaluation</i> of deeply held assumptions and beliefs that may conflict with vision, mission, and goals by stakeholder groups.	<i>Uses a variety of strategies to lead educators</i> in safely examining deeply held assumptions and beliefs that may conflict with vision, mission, and goals.	<i>Leads and facilitates stakeholder groups</i> to use a variety of strategies to safely examine deeply held assumptions and beliefs, including those which may conflict with vision, mission, and goals.
3. Respectfully challenges and works to change assumptions, beliefs, and biases that negatively affect students, educational environments, and every student's learning.	<i>Selectively ignores various assumptions</i> and beliefs that negatively affect students, educational environments, and every student's learning.	<i>Looks for ways to challenge and change</i> assumptions and beliefs that negatively affect stakeholder groups and every student's learning.	<i>Respectfully challenges and works to change</i> assumptions and beliefs that negatively affect stakeholder groups and every student's learning.	<i>Leads in changing</i> assumptions, beliefs, and biases to accommodate the diversity among stakeholder groups and every student's learning.

Educational leaders perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.

PERFORMANCE EXPECTATION 5C:

	INDICATORS FOR 5C: <i>A Leader...</i>			
Highly Effective	<p>1. Self-reflects on professional work, analyzes strengths and weaknesses, and establishes goals for professional growth.</p>	<p>2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.</p>	<p>3. Develops and uses understanding of educational policies to implement equitable or proven approaches to meet short-term goals.</p>	
Effective	<p>1. Self-reflects and leads stakeholder groups to understand analysis of professional work and reasons for goals to establish professional growth.</p>	<p>2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.</p>	<p>3. Develops and uses understanding of educational policies to meet short-term goals, and avoids approaches that fall short of best practice in meeting short-term goals.</p>	
Emerging Effective	<p>1. Thinks about own work and looks at processes and outcomes.</p>	<p>2. Seeks opportunities to learn about education, especially content, standards, assessment, data, teacher support, evaluation, and professional development strategies, and strives to see the relationship to effective educational practices.</p>	<p>3. Seeks to understand the content and meaning of current educational policies and uses them appropriately to meet short-term goals through best practices.</p>	
Rudimentary	<p>1. Does not reflect on own work.</p>	<p>2. Lacks evidences of systemic professional growth and its relationships to educational practices.</p>	<p>3. Either does not know or chooses not to use current educational policies to meet short-term goals through best practices.</p>	
Highly Effective	<p>Self-reflects and leads stakeholder groups to understand analysis of professional work and reasons for goals to establish professional growth.</p>	<p>Leads and models for stakeholder groups a commitment to lifelong learning and effective educational practices, and assists others to see the relationship of these practices to improvement in student learning.</p>	<p>Teaches stakeholder groups about educational policies and how to use those policies to meet vision, mission, and goals as well as avoid approaches that fall short of best practice in meeting short-term goals.</p>	

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
<hr/> <p>4. Helps educators and the community understand and focus on vision, mission, goals, and consequences for students within legal and political constructs surrounding educational purposes and methods.</p> <hr/>	<i> Ignores or misapplies political conflicts</i> in the educational arena.	<i> Seeks facts and information to assist others in understanding</i> political conflicts over educational purposes and methods.	<i> Assists educators and community members in sorting through political conflicts</i> and self-interests and remaining focused on vision, mission, goals, and consequences.	<i> Knows and teaches stakeholder groups about legal and political constructs</i> surrounding educational purposes and methods while maintaining a focus on the vision, mission, goals, and consequences.
<p>5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.</p>	<i> Does not balance personal and professional commitments and opportunities.</i>	<i> Strives to balance personal and professional commitments and opportunities.</i>	<i> Sustains personal motivation, optimism, commitment, energy, and health by balancing</i> professional and personal responsibilities and encouraging similar actions for others.	<i> Teaches stakeholder groups about the concepts and practices related to balancing</i> personal and professional commitments that lead to an emotionally, psychologically, and physically healthy lifestyle.



Standard 6: Systems Leadership

An educational leader 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.

PERFORMANCE EXPECTATION 6A:

Educational leaders demonstrate active participation in the school's local community.

INDICATORS FOR 6A: <i>A Leader...</i>	
<p><i>Rudimentary</i></p>	<p>Does not engage with stakeholder groups about mandates that affect educational programs.</p>
<p><i>Emerging Effective</i></p>	<p>Responds to opportunities for exchanges about mandates that affect educational programs and outcomes.</p>
<p><i>Effective</i></p>	<p>Seeks constructive discussions with stakeholder groups about federal, state, and local laws, policies, regulations, and statutory requirements affecting of educational programs and outcomes.</p>
<p><i>Highly Effective</i></p>	<p>Models constructive discussion techniques and coordinates the facilitation of productive discussion with stakeholder groups about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes and works to positively impact public education policy.</p>
	<p>1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.</p>
	<p>2. Actively develops relationships with a range of stakeholders and/or policy makers (e.g., community, local, state) to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.</p>
	<p>Minimally seeks relationships with stakeholder groups and/or policy makers regarding education issues.</p>
	<p>Identifies key opinion leaders among stakeholder groups and/or policy makers who can help to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.</p>
	<p>Actively develops relationships with a range of stakeholder groups and/or policy makers to identify, respond to, and influence changes that affect the context and conduct of education.</p>
	<p>Models and teaches others techniques for developing relationships across a range of individuals and stakeholder groups that can be used to foster communication regarding issues, trends, and potential changes that affect the context and conduct of education.</p>

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so that every student can meet educational expectations and policy goals.</p>	<p>Does not plan or seek equity or appropriate provisions to ensure opportunities for success for every student.</p>	<p>Plans for changes that could lead to equity or appropriate provisions to ensure opportunities for success for every student.</p>	<p>Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, to enable every student to meet educational expectations and policy goals.</p>	<p>Builds capacity in staff and stakeholder groups to advocate for equity and appropriate provisions to ensure every student can have the opportunities needed for success.</p>



PERFORMANCE EXPECTATION 6B:

Educational leaders contribute to the larger arena of educational policymaking.

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>INDICATORS FOR 6B: <i>A Leader...</i></p>				
<p>1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for all students.</p>	<p>Shows minimal compliance with federal, state, and local mandates.</p>	<p>Abides by federal, state, and local laws, policies, regulations, and statutory requirements to support student learning.</p>	<p>Upholds and/or influences federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for every student.</p>	<p>Builds capacity in stakeholder groups to understand how to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in order to offer support of learning for every student.</p>

<p><i>Highly Effective</i></p>	<p>Builds capacity in stakeholder groups and others in how to organize and analyze data to influence and improve policies, making decisions, and offering correct information for healthy discussion.</p>	<p>Models and shares strategies and language for with decision-makers the needs of education and to improve public understanding of federal, state, and local laws, policies, and statutory requirements in a variety of public political contexts.</p>	<p>Engages stakeholder groups in advocating for increased excellence and equity in education.</p>
<p><i>Effective</i></p>	<p>Collects and effectively communicates data about educational performance, using specifics about the local context to improve policies and to inform political decision making.</p>	<p>Communicates effectively with key decision-makers in a variety of contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.</p>	<p>Advocates for increased support of excellence and equity in education.</p>
<p><i>Emerging Effective</i></p>	<p>Organizes data in meaningful ways to provide information that is relevant and timely to influence policy discussions.</p>	<p>Develops awareness of education needs in a variety of contexts.</p>	<p>Practices approaches for advocacy of excellence and equity in education.</p>
<p><i>Rudimentary</i></p>	<p>Is aware of data, but does not use it to provide information or influence policy changes.</p>	<p>Does not effectively communicate educational needs.</p>	<p>Does little to participate in discussions supporting excellence and equity in education.</p>

2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform political discussions and decision making.

3. Communicates effectively with key decision-makers in the community and in broader public contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.

4. Advocates within the educational policy environment for increased support of excellence and equity in education.

PERFORMANCE EXPECTATION 6C:

Educational leaders increase the effectiveness of the school community’s efforts to improve education.

	<i>Rudimentary</i>	<i>Emerging Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
INDICATORS FOR 6C: <i>A Leader..</i>				
1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of students and families.	<i>Is indifferent or non-compliant</i> in relationships with the school board, district and state education leaders, and policymakers.	<i>Develops cordial relationships</i> with the school board, district and state education leaders, and policymakers.	<i>Builds positive relationships</i> with the school board, district and state education leaders, and policymakers to inform and influence policies and policymakers in the service of students and families.	<i>Leads stakeholder groups and others to acquire networks of contacts</i> through which they will inform and influence policies and policymakers in the service of students and families.
2. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	<i>Lacks understanding</i> of public policies that provide appropriate and equitable human and fiscal resources and improve student learning.	<i>Adheres to public policies</i> that ensure appropriate and equitable human and fiscal resources and improve student learning.	<i>Supports and/orw works toward</i> public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	<i>Engages stakeholder groups and others to support public policies</i> that ensure appropriate and equitable human and fiscal resources and improve student learning.
3. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that affect district and school planning, programs, and structures.	<i>Rarely collects and analyzes data</i> on economic, social, and other emerging issues.	<i>Collects and analyzes data in isolation</i> on economic, social and other emerging issues that affect district and school planning, programs, and structures.	<i>Works with community leaders to collect and analyze data</i> on economic, social, and other emerging issues that affect district and school planning, programs, and structures.	<i>Models and builds capacity in educational leaders</i> to work with community leaders and stakeholder groups to collect and analyze data on economic, social, and other emerging issues that affect district and school planning, programs, and structures.

<i>Highly Effective</i>	<p>Engages and facilitates stakeholder groups to support public policies to provide for present and future needs of students and families and improve equity and excellence in education.</p>
<i>Effective</i>	<p>Works for support of public policies that provide for present and future needs of students and families and improve equity and excellence in education.</p>
<i>Emerging Effective</i>	<p>Adheres to public policies that provide for present and future needs of students and families and improve equity and excellence in education.</p>
<i>Rudimentary</i>	<p>Lacks understanding of public policies that provide for present and future needs of students and families and improve equity and excellence in education.</p>
<p>4. Supports public policies that provide for present and future needs of students and families and improve education.</p>	

4 Guiding Principles in the Utah Educational Leadership Standards

The educational leadership workgroup recognized the importance of guiding principles as the philosophical foundation for the standards, performance expectations, and indicators in this document.

Two important aspects regarding the guiding principles should be noted:

1. The principles constituted the parameters or “guard rails” by which the standards, performance expectations, and indicators were created.
2. The workgroup referred to the principles at the end of their work to ensure that the standards and the guiding principles were embedded within all six standards and eighteen performance expectations.

The following eight guiding principles can be found in composite form dispersed throughout the standards, performance expectations, and indicators as specified.

GUIDING PRINCIPLE →

Centrality of
student learning
and achievement

	INDICATOR ↓
STANDARD, PERFORMANCE EXPECTATION, AND	1A1. Uses varied sources of evidence and analyzes data about current practices and outcomes to shape vision, mission, and goals with high, measurable expectations for all students and educators.
	1A3. Incorporates diverse perspectives and builds consensus to provide equitable, appropriate, and effective learning opportunities for every student to achieve.
	1C5. Evaluates for continuous improvement toward vision, mission, and goals to advocate for and guide plans, programs, and activities to provide equitable, appropriate, and effective learning opportunities for every student.
	2A1. Develops shared understanding of and commitment to ongoing professional learning to achieve high expectations for all students.
	2B1. Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.
	2B3. Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
	3A1. Distributes and oversees responsibilities of management structures and procedures to support teaching and learning while developing capacity for shared leadership of operational systems.
	3A5. Evaluates and uses effective tools to revise processes and procedures to ensure teacher and organizational resources are focused to support quality instruction and student learning.

- 4B4.** Shares responsibilities with communities to improve teaching and learning.
- 5B1.** Self-assesses personal assumptions, values, beliefs, and practices that guide improvement of student learning.
- 5B3.** Respectfully challenges and works to change assumptions, beliefs, and biases that negatively affect students, educational environments, and every student's learning.
- 6B1.** Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for all students.
- 6C2.** Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.

- 1C3.** Uses vision, mission, and goals to guide school improvement planning, change strategies, and implement instructional programs.
- 1C4.** Obtains, aligns, and allocates resources to achieve the vision, mission, and goals.
- 1C5.** Evaluates for continuous improvement toward vision, mission, and goals to advocate for and guide plans, programs, and activities to provide equitable, appropriate, and effective learning opportunities for every student.

- 2B2.** Facilitates shared understanding of Utah Core Standards and standards-based instructional practices and programs by providing support and guidance to teachers in implementing and aligning rigorous curriculum, effective instruction, content standards, and appropriate assessments to meet student learning needs.

- 2C3.** Uses effective, data-based technologies and performance management systems to support regular analysis and interpretation of data for accountability reporting and to guide continuous improvement of teaching and learning.

- 3B1.** Operates within budget and fiscal guidelines directed effectively toward teaching and learning.
- 4B1.** Identifies, builds and sustains productive relationships with community partners.
- 4C2.** Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources.
- 6C4.** Supports public policies that provide for present and future needs of students and families and improve education.

- 1A3.** Incorporates diverse perspectives and builds consensus to provide equitable, appropriate, and effective learning opportunities for every student to achieve.
- 1B1.** Establishes, conducts, and evaluates processes used to engage staff, community, and diverse stakeholders in a shared understanding and commitment to vision, mission, and goals.
- 1B2.** Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.

STANDARD, PERFORMANCE EXPECTATION, AND INDICATOR

*(Continued)
Centrality of
student learning
and achievement*

Changing role
of the
school leader

Collaborative
nature of
school leadership

(Continued)
*Collaborative nature
 of school leadership*

Educational
 access, equity,
 diversity,
 and stakeholder
 group
 involvement

- 2A2.** Builds organizational capacity that collectively improves instructional practices and student outcomes.
 - 2B1.** Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.
 - 3A1.** Distributes and oversees responsibilities of management structures and procedures to support teaching and learning while developing capacity for shared leadership of operational systems.
 - 3C1.** Advocates for and creates collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.
 - 4A1.** Collects, analyzes, and shares data and information with the community pertinent to the educational environment.
 - 4A2.** Develops comprehensive strategies by collaborating with the community in support of outreach programs and services.
 - 4A4.** Applies communication and collaboration strategies to involve families in decision-making about their student's education and develop positive family partnerships.
 - 4B4.** Shares responsibilities with communities to improve teaching and learning.
 - 4C1.** Links to and collaborates with community agencies for health, social, and other essential services to families and students.
 - 5B2.** Uses a variety of strategies to lead others in safely examining deeply-held assumptions and beliefs that may conflict with vision, mission, and goals.
 - 6C3.** Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.
-
- 1A3.** Incorporates diverse perspectives and builds consensus to provide equitable, appropriate, and effective learning opportunities for every student to achieve.
 - 1B2.** Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
 - 1C2.** Engages faculty, staff and school community by making decisions informed by vision, mission, data, research, and best practices to identify and eliminate barriers, shape plans, programs, and activities, and regularly review their effects.
 - 1C5.** Evaluates for continuous improvement toward vision, mission, and goals to advocate for and guide plans, programs, and activities to provide equitable, appropriate, and effective learning opportunities for every student.
 - 2A5.** Guides and supports quality professional development that results in improved teaching and learning and meets diverse learning needs for all students.
 - 2B3.** Provides and monitors effects of differentiated instructional strategies, curricular materials,

- 3A3.** Develops and facilitates communication and data systems that assure the timely flow of information to support teaching and learning.
- 3B5.** Assigns personnel to address diverse student needs, legal requirements, and equity goals.
- 3C2.** Involves parents, teachers, and students in developing, implementing, and monitoring expectations and norms for accountable behavior.
- 4A3.** Uses effective communication strategies with families and community members to provide stakeholders with timely and accurate information.
- 4A4.** Applies communication and collaboration strategies to involve families in decision-making about their student's education and develop positive family partnerships.
- 4B2.** Uses appropriate data, assessment strategies, and research methods to understand and accommodate diverse student and community conditions and dynamics.
- 4B3.** Utilizes diversity as an asset of the school community to strengthen educational programs.
- 4B4.** Shares responsibilities with communities to improve teaching and learning.
- 4C3.** Mobilizes and aligns the resources of schools, family, and community to positively affect student and adult learning, including parents and others who provide care for students.
- 5A1.** Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others.
- 5A5.** Models respect for diverse community stakeholders and treats them equitably.
- 5A6.** Demonstrates respect for diversity by developing cultural sensitivity and equitable practices.
- 5C3.** Develops and uses understanding of educational policies to implement equitable or proven approaches to meet short-term goals.
- 6A2.** Actively develops relationships with a range of stakeholders and/or policy makers (e.g., community, local, state) to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
- 6A3.** Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.
- 6C2.** Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.

STANDARD, PERFORMANCE EXPECTATION, AND INDICATOR 

*(Continued)
Educational access,
equity, diversity, and
stakeholder group
involvement*

GUIDING PRINCIPLE 

Necessity of communication

Developing strong professional cultures

-
- 1B3.** Communicates and acts on commitments in the shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.
 - 2A3.** Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
 - 3A3.** Develops and facilitates communication and data systems that assure the timely flow of information to support teaching and learning.
 - 4A1.** Collects, analyzes, and shares data and information with the community pertinent to the educational environment.
 - 4A3.** Uses effective communication strategies with families and community members to provide stakeholders with timely and accurate information.
 - 4A4.** Applies communication and collaboration strategies to involve families in decision-making about their student's education and develop positive family partnerships.
 - 6A1.** Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
 - 6A3.** Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.
 - 6B2.** Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform political discussions and decision-making.
 - 6B3.** Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
-
- 1C2.** Engages faculty, staff and school community by making decisions informed by vision, mission, data, research, and best practices to identify and eliminate barriers, shape plans, programs, and activities, and regularly review their effects.
 - 2B4.** Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.
 - 3B4.** Implements practices to recruit, develop, and retain highly qualified and effective personnel.
 - 3C1.** Advocates for and creates collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.

- 3C2.** Involves parents, teachers, and students in developing, implementing, and monitoring expectations and norms for accountable behavior.
- 4B3.** Utilizes diversity as an asset of the school community to strengthen educational programs.
- 5C4.** Helps educators and the community understand and focus on vision, mission, goals, and consequences for students within legal and political constructs surrounding educational purposes and methods.

2A1. Develops shared understanding of and commitment to ongoing professional learning to achieve high expectations for all students.

2A5. Guides and supports quality professional development that results in improved teaching and learning and meets diverse learning needs for all students.

2B2. Facilitates shared understanding of Utah Core Standards and standards-based instructional practices and programs by providing support and guidance to teachers in implementing and aligning rigorous curriculum, effective instruction, content standards, and appropriate assessments to meet student learning needs.

2B3. Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.

5C1. Self-reflects on professional work, analyzes strengths and weaknesses, and establishes goals for professional growth.

5C2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.

1C1. Uses or develops data systems and other sources of information to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

2A1. Develops shared understanding of and commitment to ongoing professional learning to achieve high expectations for all students.

2A4. Uses data about teacher practice to identify and support individual and team professional learning needs across a continuum of professional growth.

2B3. Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.

STANDARD, PERFORMANCE EXPECTATION, AND INDICATOR

(Continued)
 Developing strong
 professional
 cultures

Professional
 growth and
 learning

Using
 technology and
 data systems and
 strategies

GUIDING PRINCIPLE

(Continued)
*Using technology and
data systems and
strategies*

- 2B4.** Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.
- 2C1.** Collects and appropriately uses standards-based accountability data to improve the quality and effectiveness of teaching and learning.
- 2C2.** Uses varied sources and kinds of information and data to evaluate student learning, effective teaching, and program quality.
- 2C3.** Uses effective, data-based technologies and performance management systems to support regular analysis and interpretation of data for accountability reporting and to guide continuous improvement of teaching and learning.
- 2C4.** Synthesizes data and evaluates progress toward vision, mission, and goals for all stakeholders.
- 3A3.** Develops and facilitates communication and data systems that assure the timely flow of information to support teaching and learning.
- 3A4.** Oversees acquisition and maintenance of equipment and effective technologies to support teaching and learning.

Themes for Leadership Effectiveness: Moving From Effective to Highly Effective

5

What are the major behaviors and actions that differentiate the performance of an effective educational leader and a highly effective mentor an educational leader for professional growth?

What does a supervisor need to know about the differences between the ratings to coach or mentor an educational leader for professional growth?

Indicators from the Rubric Reflecting Conceptual Themes

Includes and engages diverse stakeholder groups

Teaches, develops, or facilitates others

Leads, demonstrates, and models for others

Organizes long-term and short-term plans for continuous improvement

Summary of Behaviors and Actions to Move from Effective to Highly Effective Performance

The following chart illustrates ten reoccurring conceptual themes woven throughout the descriptions of the standards and indicators in the rubric (see page 20) describing a highly effective leader. Summaries of the behaviors and actions exemplify the conceptual themes in the right-hand column. The summaries are descriptions of the behaviors and actions of highly effective leaders (as indicated in the rubric) who show evidence of the conceptual themes stated in the left-hand column. These summary descriptions can be used as a tool by educational leaders to refer back to the rubric, find the descriptions of highly effective behaviors and actions, reflect on current practice, and enhance professional performance related to student growth and learning.

Highly effective educational leaders fully engage, include, and communicate with ALL stakeholder groups and seek out ALL perspectives for input, decision-making, commitment, and assessment of changes needed to accomplish vision, mission, and goals.

Highly effective educational leaders seek out opportunities to teach, develop, or facilitate others, including community members, in learning new skills, gaining new knowledge, or participating in an activity associated with teaching and learning. (i.e., data analysis, Utah Core Standards).

Highly effective educational leaders are viewed by others, including the community, as leaders able to demonstrate and model appropriate actions and commitments; they lead by assisting others in developing and acquiring deeper knowledge related to the big picture of the work; and they are able to create and adapt appropriate mechanisms to enhance teaching and learning.

Highly effective educational leaders constantly assess the progress of the school in the planning and goal setting process to systematically sense what needs to be done to continuously improve and progress as a school system; they predict trends and patterns of needs and challenges to ensure growth; they put immediate and long-term plans into place to guide the entire school community toward vision, mission, and goals.

Uses multiple sources of data to guide decision-making ►

Highly effective educational leaders use appropriate data available in many forms and from multiple sources to make decisions or assist staff and stakeholder groups to make decisions that enhance student learning and inform the professional culture of the school.

Shares leadership and develops leadership capacity ►

Highly effective educational leaders are able to assess the strengths and challenges of the staff and the community to encourage large-capacity participation, as well as distribute tasks and functions so that all stakeholders are included in the running of the school; they build the capacity of the school through shared leadership responsibilities, give recognition to those accomplishing the work, and look for ways to broaden the impact of all stakeholder groups.

Builds self-sustaining structures and professional cultures of trust, collaboration and learning ►

Highly effective educational leaders move the school system from reliance and dependence to self-reliance, independence, and self-sufficiency by involving all staff and stakeholder groups in the process of school improvement; they create and align school systems to support staff collaboration, professional learning communities, and synergistic practices of teaching and learning; they model professional trust, openness, and engagement for staff and community that underscore a school culture that continues regardless of staff turnover and change.

Understands and promotes high-quality instruction for improvement ►

Highly effective educational leaders lead others in understanding the cycle of performance improvement through the delivering of high-quality instruction; they have knowledge and skills to lead others to practice high-quality instruction, and they provide examples of how to use standards-based data and other sources of information to understand the process of (1) establishing learning goals and appropriate learning targets, (2) selecting appropriate programs and strategies, (3) providing effective instruction, (4) analyzing student work, (5) monitoring student progress, and (6) adjusting instruction for continuous performance improvement.

Advocates for and supports education ►

Highly effective educational leaders constantly seek out what is good and right for students and education by understanding what resources are needed, how they will be used, and how they are aligned to benefit diverse student populations; they are aware of equity needs, and model equity treatment in such a way that others are influenced by their actions; they communicate effectively and teach others to communicate the needs of educators and students to influence policymakers about equity and excellence in education.

Engages in professional growth and learning ►

Highly effective educational leaders lead and facilitate others in long-term and short-term professional learning experiences that are decided by using multiple data sources, including data about current teacher practices and researched-best practices; they understand that professional growth experiences need to be differentiated, and they seek out opportunities for professional growth based on individual, team, grade-level, department, and school needs; they sustain professional learning experiences to impact changes in instructional quality and link the success of such professional experiences to the improvement of student growth and learning.

6 Comparison Document: Utah Educational Leadership Standards and ISLLC 2008



Educational Leadership Policy Standards
ISLLC 2008 and Performance Expectations
and Indicators for Education Leaders

STANDARD 1:

An education leader 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.

FUNCTIONS:

- A. Collaboratively develop and implement a shared vision and mission.
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- C. Create and implement plans to achieve goals.
- D. Promote continuous and sustainable improvement.
- E. Monitor and evaluate progress and revise plans.

PERFORMANCE EXPECTATION 1A: Educational Leaders...

Establish high and measurable expectations for all students and educators.

INDICATORS FOR 1A: A leader...

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.
2. Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets).
3. Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
4. Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.



UTAH

Educational Leadership Work Group
Educational Leadership Standards 2011

STANDARD 1: Visionary Leadership

An educational leader 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.

PERFORMANCE EXPECTATION 1A: Educational Leaders...

Establish high and measurable expectations for all students and educators.

INDICATORS FOR 1A: A leader...

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.
2. Aligns the vision, mission, and goals to school, district, state, and federal policies.
3. Incorporates diverse perspectives and builds consensus to provide equitable, appropriate, effective learning opportunities for every student to achieve at high levels.



PERFORMANCE EXPECTATION 1B: Educational Leaders...

Facilitate a process of creating a shared vision, mission, and goals.

INDICATORS FOR 1B: A leader...

1. Establishes, conducts, and evaluates processes used to engage staff, community, and diverse stakeholders in a shared understanding and commitment to vision, mission, and goals.
2. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
3. Communicates and acts on commitments in the shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.

PERFORMANCE EXPECTATION 1C: Educational Leaders:

Sustain strong organizational commitment to vision, mission and goals aimed at continuous improvement.

INDICATORS FOR 1C: A leader...

1. Uses or develops data systems and other sources of information to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Engages faculty, staff and school community by making decisions informed by vision, mission, data, research, and best practices to identify and eliminate barriers, shape plans, programs, and activities, and regularly review their effects.
3. Uses vision, mission, and goals to guide school improvement planning, change strategies, and implement instructional programs.
4. Obtains, aligns, and allocates resources to achieve the vision, mission, and goals.



PERFORMANCE EXPECTATION 1B: Educational Leaders...

Collaboratively create and develop common understanding of the vision, mission, and goals

INDICATORS FOR 1B: A leader...

1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals.
3. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
4. Communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.
5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

PERFORMANCE EXPECTATION 1C: Educational Leaders:

Sustain strong organizational commitment to vision, mission and goals aimed at continuous improvement.

INDICATORS FOR 1C: A leader...

1. Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.
3. Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and removes barriers to achieving the vision, mission, and goals.

5. Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
6. Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals.
7. Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

Standard 2:

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

FUNCTIONS:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- B. Create a comprehensive, rigorous, and coherent curricular program.
- C. Create a personalized and motivating learning environment for students.
- D. Supervise instruction.
- E. Develop assessment and accountability systems to monitor student progress.
- F. Develop the instructional and leadership capacity of staff.
- G. Maximize time spent on quality instruction.
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning.
- I. Monitor and evaluate the impact of the instructional program.

PERFORMANCE EXPECTATION 2A: Educational Leaders...

Ensure strong professional cultures that support teacher learning.

INDICATORS FOR 2A: A leader...

1. Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
2. Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.

5. Evaluates for continuous improvement toward vision, mission, and goals to advocate for and guide plans, programs, and activities to provide equitable, appropriate, and effective learning opportunities for every student.

Standard 2: Teaching and Learning

An educational leader 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.

PERFORMANCE EXPECTATION 2A: Educational Leaders...

Ensure strong professional cultures that support teaching and learning.

INDICATORS FOR 2A: A leader...

1. Develops shared understanding of and commitment to ongoing professional learning to achieve high expectations for all students.
2. Builds organizational capacity that collectively improves instructional practices and student outcomes.



3. Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
4. Uses data about teacher practice to identify and support individual and team professional learning needs across a continuum of professional growth.
5. Guides and supports quality professional development that results in improved teaching and learning and meets diverse learning needs for all students.

PERFORMANCE EXPECTATION 2B: Educational Leaders...

Require all educators to know and use Utah Core Standards, and current Utah Effective Teaching Standards.

INDICATORS FOR 2B: A leader...

1. Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.
2. Facilitates shared understanding of Utah Core Standards and standards-based instructional practices and programs, by providing support and guidance to teachers in implementing and aligning rigorous curriculum, effective instruction, content standards, and assessments to meet student learning needs.
3. Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.



3. Models openness to change and collaboration that improves practices and student outcomes.
4. Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
5. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.
6. Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.
7. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

PERFORMANCE EXPECTATION 2B: Educational Leaders...

Require all educators to know and use guaranteed, viable, and approved curriculum and instructional practices.

INDICATORS FOR 2B: A leader...

1. Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods.
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

PERFORMANCE EXPECTATION 2C: Educational Leaders...

Implement appropriate systems of assessment and accountability.

INDICATORS FOR 2C: A leader...

1. Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning.
2. Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.
3. Guides regular analyses and disaggregation of data about all students to improve instructional programs.
4. Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.
5. Interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

Standard 3:

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

FUNCTIONS:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

5. Provides instructional leadership by supervising, evaluating, coaching, and mentoring educators to improve instructional practice.

PERFORMANCE EXPECTATION 2C: Educational Leaders...

Implement appropriate systems of assessment and accountability.

INDICATORS FOR 2C: A leader...

1. Collects and appropriately uses standards-based accountability data to improve the quality and effectiveness of teaching and learning.
2. Uses varied sources and kinds of information and data to evaluate student learning, effective teaching, and program quality.
3. Uses effective, data-based technologies and performance management systems to support regular analysis and interpretation of data for accountability reporting and to guide continuous improvement of teaching and learning.
4. Synthesizes data and evaluates progress toward vision, mission, and goals for all stakeholders.

Standard 3: Management for Learning

An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

PERFORMANCE EXPECTATION 3A: Educational Leaders...

Distribute responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.

INDICATORS FOR 3A: A leader...

1. Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.
3. Develops and facilitates communication and data systems that assure the timely flow of information.
4. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.
5. Evaluates and revises processes to continuously improve the operational system.
6. Distributes and oversees responsibilities for leadership of operational systems.

PERFORMANCE EXPECTATION 3B: Educational Leaders...

Align human, fiscal and physical resources.

INDICATORS FOR 3B: A leader...

1. Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.
2. Allocates funds based on student needs within the framework of federal and state rules.
3. Aligns resources (such as time, people, space, and money) to achieve the vision and goals.
4. Implements practices to recruit and retain highly qualified personnel.
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals.
6. Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.



PERFORMANCE EXPECTATION 3A: Educational Leaders...

Distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning.

INDICATORS FOR 3A: A leader...

1. Distributes and oversees responsibilities of management structures and procedures while developing capacity for shared leadership of operational systems to support teaching and learning.
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support the learning of every student.
3. Develops and facilitates communication and data systems that assure the timely flow of information to support teaching and learning.
4. Oversees acquisition and maintenance of equipment and effective technologies to support teaching and learning.
5. Evaluates and uses effective tools to revise processes and procedures to ensure teacher and organizational resources are focused to support quality instruction and student learning.

PERFORMANCE EXPECTATION 3B: Educational Leaders...

Strategically allocate and align human, fiscal, technological, and physical resources.

INDICATORS FOR 3B: A leader...

1. Operates within budget and fiscal guidelines directed effectively toward teaching and learning.
2. Allocates funds based on student needs within the framework of federal, state, and district rules.
3. Leverages resources to achieve vision, mission, and goals.
4. Implements practices to recruit, develop, and retain highly qualified and effective personnel.
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals.
6. Conducts personnel evaluation processes that develop and improve professional practice, providing timely feedback, and remediate and/or terminate employment in keeping with district and state policies.

7. Seeks and secures additional resources needed to accomplish the vision and goals.

PERFORMANCE EXPECTATION FOR 3C: Educational Leaders...

Protect the welfare and safety of students and staff.

INDICATORS FOR 3C: A leader...

1. Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.
2. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan.

Standard 4:

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

FUNCTIONS:

- A. Collect and analyze data and information pertinent to the educational environment.
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
- C. Build and sustain positive relationships with families and caregivers.
- D. Build and sustain productive relationships with community partners.

PERFORMANCE EXPECTATION 4A: Educational Leaders...

Collaborate with families and diverse community stakeholders to extend programs, services, and outreach.

INDICATORS FOR 4A: A leader...

1. Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.

7. Seeks and secures additional resources needed to accomplish vision, mission, and goals.

PERFORMANCE EXPECTATION 3C: Educational Leaders...

Protect the well-being and safety of students and staff.

INDICATORS FOR 3C: A leader...

1. Advocates for and creates collaborative systems and shared leadership responsibilities that support student and staff safety and well-being.
2. Involves parents, teachers, and students in developing, implementing, and monitoring expectations and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan and implements effective instructional program and practices to address current safety and well-being topics.

Standard 4: Community Collaboration

An educational leader 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.

PERFORMANCE EXPECTATION 4A: Educational Leaders...

Collaborate with families and diverse community stakeholders to extend programs, services, and outreach.

INDICATORS FOR 4A: A leader...

1. Collects, analyzes, and shares data and information with the community pertinent to the educational environment.

2. Involves families in decision making about their children's education.
3. Uses effective public information strategies to communicate with families and community members (such as e-mail, night meetings, and written materials in multiple languages).
4. Applies communication and collaboration strategies to develop family and local community partnerships.
5. Develops comprehensive strategies for positive community and media relations.

PERFORMANCE EXPECTATION 4B: Educational Leaders...

Respond and contribute to community interests and needs.

INDICATORS FOR 4B: A leader...

1. Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
2. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
3. Seeks out and collaborates with community programs serving students with special needs.
4. Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.
5. Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

PERFORMANCE EXPECTATION 4C: Educational Leaders...

Maximize shared school and community resources to provide essential services for children and families.

INDICATORS FOR 4C: A leader...

1. Links to and collaborates with community agencies for health, social, and other services to families and children.
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community



2. Develops comprehensive strategies by collaborating with the community in support of outreach programs and services.
3. Uses effective communication strategies with families and community members to provide stakeholders with timely and accurate information.
4. Applies communication and collaboration strategies to involve families in decision-making about their student's education and develop positive family partnerships.

PERFORMANCE EXPECTATION 4B: Educational Leaders...

Respond and contribute to community interests and needs.

INDICATORS FOR 4B: A leader...

1. Identifies, builds and sustains productive relationships with community partners.
2. Uses appropriate data, assessment strategies, and research methods to understand and accommodate diverse student and community conditions and dynamics.
3. Utilizes diversity as an asset of the school community to strengthen educational programs.
4. Shares responsibilities with communities to improve teaching and learning.

PERFORMANCE EXPECTATION 4C: Educational Leaders...

Maximize shared school and community resources to provide essential services for students and families.

INDICATORS FOR 4C: A leader...

1. Links to and collaborates with community agencies for health, social, and other essential services to families and students.
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community

resources (such as buildings, playing fields, parks, medical clinics, and so on).

3. Uses public resources and funds appropriately and effectively.
4. Secures community support to sustain existing resources and add new resources that address emerging student needs.

Standard 5:

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

FUNCTIONS:

- A. Ensure a system of accountability for every student's academic and social success.
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- C. Safeguard the values of democracy, equity, and diversity.
- D. Consider and evaluate the potential moral and legal consequences of decision-making.
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling.

PERFORMANCE EXPECTATION 5A: Educational Leaders...

Examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision and goals for student learning.

INDICATORS FOR 5A: A leader...

1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
2. Protects the rights and appropriate confidentiality of students and staff.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

resources.

3. Mobilizes and aligns the resources of schools, family, and community to positively affect student and adult learning, including parents and others who provide care for students.

Standard 5: Ethical Leadership

An educational leader promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.

PERFORMANCE EXPECTATION 5A: Educational Leaders...

Demonstrate appropriate, ethical, and legal behavior expected by the profession.

INDICATORS FOR 5A: A leader...

1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
2. Protects the rights of students and staff, including appropriate confidentiality.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.
4. Demonstrates respect for the inherent dignity and worth of each individual.
5. Models respect for diverse community stakeholders and treat them equitably.

PERFORMANCE EXPECTATION 5B: Educational Leaders...
 Examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision and goals for student learning.

INDICATORS FOR 5B: A leader...

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diverse community stakeholders and treat them equitably.
3. Demonstrates respect for diversity by developing cultural competency skills and equitable practices.
4. Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.
5. Uses a variety of strategies to lead others in safely examining deeply-held assumptions and beliefs that may conflict with vision and goals.
6. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

- INDICATORS FOR 5C: A leader...**
1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.
 2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.
 3. Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).
 4. Helps educators and the community understand and focus on vision

6. Demonstrates respect for diversity by developing cultural sensitivity and equitable practices.

PERFORMANCE EXPECTATION 5B: Educational Leaders...

Examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning.

INDICATORS FOR 5B: A leader...

1. Self-assesses personal assumptions, values, beliefs, and practices that guide improvement of student learning.
2. Uses a variety of strategies to lead others in safely examining deeply-held assumptions and beliefs that may conflict with vision, mission, and goals.
3. Respectfully challenges and works to change assumptions, beliefs, and bias that negatively affect students, educational environments, and every student's learning.

PERFORMANCE EXPECTATION 5C: Educational Leaders...

Perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.

INDICATORS FOR 5C: A leader...

1. Self-reflects on professional work, analyzes strengths and weaknesses, and establishes goals for professional growth.
2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.
3. Develops and uses understanding of educational policies to implement equitable or proven approaches to meet short-term goals.
4. Helps educators and the community understand and focus on vision,



and goals for students within political conflicts over educational purposes and methods.

5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

Standard 6:

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

FUNCTIONS:

- A. Advocate for children, families, and caregivers.
- B. Act to influence local, district, state, and national decisions affecting student learning.
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

PERFORMANCE EXPECTATION 6A: Educational Leaders...

Demonstrate active participation in the school's local community.

INDICATORS FOR 6A: A leader...

1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
2. Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

PERFORMANCE EXPECTATION 6B: Educational Leaders...

Contribute to the larger arena of educational policymaking (capacity).

mission, goals, and consequences for students within legal and political constructs surrounding educational purposes and methods.

5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

Standard 6: Systems Leadership

An educational leader 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.

PERFORMANCE EXPECTATION 6A: Educational Leaders...

Demonstrate active participation in the school's local community.

INDICATORS FOR 6A: A leader...

1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
2. Actively develops relationships with a range of stakeholders and/or policymakers (e.g., community, local, state) to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

PERFORMANCE EXPECTATION 6B: Educational Leaders...

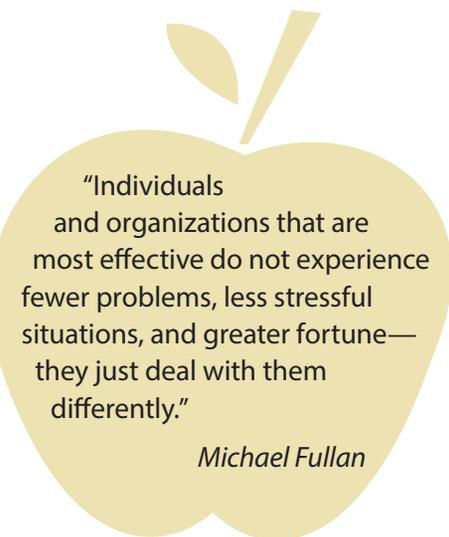
Contribute to the larger arena of educational policy making.

INDICATORS FOR 6B: A leader...

1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.
 2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.
 3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
 4. Advocates for increased support of excellence and equity in education.
- Increase the effectiveness of the school community's efforts to improve education.
- PERFORMANCE EXPECTATION 6C: Educational Leaders...**
1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.
 2. Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.
 3. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
 4. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

INDICATORS FOR 6B: A leader...

1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for all students.
 2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform political discussions and decision-making.
 3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
 4. Advocates within the educational policy environment for increased support of excellence and equity in education.
- Increase the effectiveness of the school community's efforts to improve education.
- PERFORMANCE EXPECTATION 6C: Educational Leaders...**
1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of students and families.
 2. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
 3. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.
 4. Supports public policies that provide for present and future needs of students and families and improve education.



"Individuals and organizations that are most effective do not experience fewer problems, less stressful situations, and greater fortune—they just deal with them differently."

Michael Fullan

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

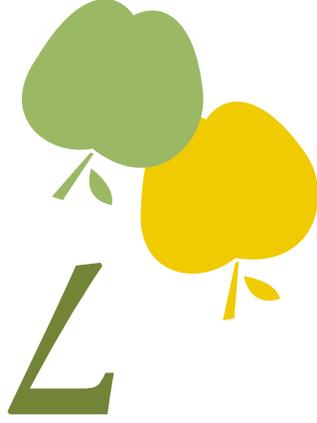
R277-530. UTAH EFFECTIVE TEACHING AND EDUCATIONAL LEADERSHIP STANDARDS.

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. 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 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 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 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.

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: October 11, 2011

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A–1–402(1)(a)(i); 53A–1–401(3)

R277-531 State Board Rule: Public Educator Evaluation Requirements (PEER)

8

R277-531. UTAH EFFECTIVE TEACHING AND EDUCATIONAL LEADERSHIP STANDARDS.

R277-531-1. DEFINITIONS.

- A.** "Board" means the Utah State Board of Education.
- B.** "Educator" means an individual licensed under Section 53A-6-104 and who meets the requirements of R277-501.
- C.** "Formative evaluation" means evaluations that provide educators with feedback on how to improve their performance.
- D.** "Instructional quality data" means data acquired through observation of educator's instructional practices.
- E.** "Joint educator evaluation committee" means the local committee described under Section 53A-8a-403 that develops and assesses an LEA evaluation program.
- F.** "LEA" means a local education agency directly responsible for the public education of Utah students, including traditional local school boards and school districts, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.
- G.** "LEA Educator Evaluation Program" means an LEA's process, policies and procedures for evaluating educators' performance according to their various assignments; those policies and procedures shall align with R277-531.
- H.** "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.
- I.** "Student growth score" means a measurement of a student's achievement towards educational goals in the course of a school year.
- J.** "Summative evaluation" means evaluations that are used to make annual decisions or ratings of educator performance and may inform decisions on salary, confirmed employment, personnel assignments, transfers, or dismissals.
- K.** "USOE" means the Utah State Office of Education.
- L.** "Utah Consolidated Application (UCA)" means the web-based grants management tool employed by the Utah State Office of Education by which local education agencies submit plans and budgets for approval of the Utah State Office of Education.
- M.** "Utah Effective Teaching Standards" means the teaching standards identified and adopted in R277-530.

- N. “Utah Educational Leadership Standards” means the standards for educational leadership identified and adopted in R277-530.*
 - O. “Valid and reliable measurement tool(s)” means an instrument that has proved consistent over time and uses non-subjective criteria that require minimal interpretation.*
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R277–531–2. 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 provide a statewide educator evaluation system framework that includes required Board directed expectations and components and additional LEA determined components and procedures to ensure the availability of data about educator effectiveness are available. The process shall focus on the improvement of high quality instruction and improved student achievement. Additionally, the process shall include common data that can be aggregated and disaggregated to inform Board and LEA decisions about retention, preparation, recruitment, improved professional development practices and ensure LEAs engage in a consistent process statewide of educator evaluation.*
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R277–531–3. PUBLIC EDUCATOR EVALUATION FRAMEWORK.

- A. The Board shall provide a framework that includes five general evaluation system areas and additional discretionary components of an LEA’s educator evaluation system.*
- B. Alignment with Board expectations and standards and required consistency of LEA policies with evaluation process:
 - (1) An LEA educator evaluation system shall be based on rigorous performance expectations aligned with R277-530.*
 - (2) An LEA evaluation system shall establish and articulate performance expectations individually for all licensed LEA educators.*
 - (3) An LEA evaluation system shall include valid and reliable measurement tools including, at a minimum:
 - (a) observations of instructional quality;*
 - (b) evidence of student growth;*
 - (c) parent and student input; and*
 - (d) other indicators as determined by the LEA.**
 - (4) An LEA evaluation system shall provide a summative yearly rating of educator performance using uniform statewide terminology and definitions. An LEA evaluation system shall include summative and formative components.**

- (5) An LEA evaluation system shall direct the revision or alignment of all related LEA policies, as necessary, to be consistent with the LEA Educator Evaluation System.
- C.** Valid and reliable tools:
- (1) An LEA evaluation system shall use valid, reliable and research-based measurement tool(s) for all educator evaluations. Such measurements:
- (a) employ a variety of measurement tools;
- (b) adopt differentiated methodologies for measuring student growth for educators in subject areas for which standardized tests are available and in subject areas for which standardized tests are not available;
- (c) provide evaluation for non-instructional licensed educators and administrators;
- (2) shall provide for both formative and summative evaluation data;
- (3) data gathered from tools may be considered by an LEA to inform decisions about employment and professional development.
- D.** Discussion, collaboration and protection of confidentiality with educators regarding evaluation process:
- (1) An LEA evaluation system shall provide for clear and timely notice to educators of the components, timelines and consequences of the evaluation process.
- (2) An LEA evaluation system shall provide for timely discussion with evaluated educators to include professional growth plans as required in R277-501 and evaluation conferences.
- (3) An LEA evaluation system shall protect personal data gathered in the evaluation process.
- E.** Support for instructional improvement:
- (1) An LEA evaluation system shall assess professional development needs of educators.
- (2) An LEA evaluation system shall identify educators who do not meet expectations for instructional quality and provide support as appropriate at the LEA level which may include providing educators with mentors, coaches, specialists in effectiveness instruction and setting timelines and benchmarks to assist educators toward greater improved instructional effectiveness and student achievement.
- F.** Records and documentation of required educator evaluation information:
- (1) An LEA evaluation system shall include the evaluation of all licensed educators at least once a year.
- (2) An LEA evaluation system shall provide at least an annual rating for each licensed educator, including teachers, school administrators and other non-teaching licensed positions, using Board-directed statewide evaluation terminology and definitions.

- (3) *An LEA evaluation system shall provide for the evaluation of all provisional educators, as defined by the LEA under Section 53A-8a-405, at least twice yearly.*
- (4) *An LEA evaluation system shall include the following specific educator performance criteria:*
 - (a) *instructional quality measures to be determined by the LEA;*
 - (b) *student growth score to be completely phased in by July 1, 2015; and*
 - (c) *other measures as determined by the LEA including data gathered from student/parent input.*
- (5) *The Board shall determine weightings for specific educator performance criteria to be used in the LEA's evaluation system.*
- (6) *An LEA evaluation system shall include a plan for recognizing educators who demonstrate exemplary professional effectiveness, at least in part, by student achievement.*
- (7) *An LEA evaluation system shall identify potential employment consequences, including discipline and termination, if an educator fails to meet performance expectations.*
- (8) *An LEA evaluation system shall include a review or appeals process for an educator to challenge the conclusions of a summative evaluation that provides for adequate and timely due process for the educator consistent with Section 53A-8a-406(2).*
- G. *An LEA may include additional components in an evaluation system.*
- H. *A local board of education shall review and approve an LEA's proposed evaluation system in an open meeting prior to the local board's submission to the Board for review and approval.*

R277-531-4. BOARD SUPPORT AND MONITORING OF LEA EVALUATION SYSTEMS.

- A. *The Board shall establish a state evaluation advisory committee to provide ongoing review and support for LEAs as they develop and implement evaluation systems consistent with the law and this Rule. The Committee shall:*
 - (1) *analyze LEA evaluation data for purposes of:*
 - (a) *reporting;*
 - (b) *assessing instructional improvement; and*
 - (c) *assessing student achievement.*
 - (2) *review required Board evaluation components regularly and evaluate their usefulness in providing a consistent statewide framework for educator evaluation, instructional improvement and commensurate student achievement;*
 - (3) *review LEA educator evaluation plans for alignment with Board requirements.*

- B.** The USOE, under supervision of the Board, shall develop a model educator evaluation system that includes performance expectations consistent with this rule.
- C.** The USOE shall evaluate and recommend tools and measures for use by LEAs as they develop and initiate their local educator evaluation systems.
- D.** The USOE shall provide professional development and technical support to LEAs to assist in evaluation procedures and to improve educators' ability to make valid and reliable evaluation judgments.

R277-531-5. IMPLEMENTATION.

- A.** Each LEA shall have an educator evaluation committee in place by October 2011.
- B.** Each LEA shall design the required evaluation program, including pilot programs as desired.
- C.** Each LEA shall continue to report educator effectiveness data to the USOE in the USA.
- D.** Implementation shall be in place for the 2013-2014 school year.
- E.** Board directed student growth measures shall be implemented as part of the LEA evaluation system by the 2014-2015 school year.

KEY: educators, evaluations, requirements

Date of Enactment or Last Substantive Amendment: November 8, 2012

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(a)(i); 53A-1-401(3)

9 Utah Educational Leadership Standards Glossary of Terms

TERM **DEFINITION**

ADA Americans with Disabilities Act of 1990. ADA is a wide-ranging civil rights law that prohibits, under certain circumstances, discrimination based on disability.

Utah Core Standards

The Elementary and Secondary School Core Curriculum is defined in R277-700. Utah Core Standards are aligned to scientifically-based research and national content standards. They establish high quality instruction through common statewide comprehensive expectations for all students. The standards with subsequent objectives and indicators define essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuing learning within the classroom. Additional information about the Utah Core Standards may be found at <http://schools.utah.gov/core>.

Assessment

The productive process of monitoring, measuring, evaluating, documenting to ensure that students learn at high levels of achievement; formative assessment is a process for determining progress and is associated with continual growth and

improvement; summative assessment is used at the culmination of a given period of time to evaluate the extent instructional objectives have been met.

Collaboration

A style of interaction between individuals engaged in shared decision making as they work toward a common goal.

Cultural competency

Cultural competence refers to an ability to interact effectively with people of different cultures.

Data

Factual, evidentiary forms of information about individuals, groups of learners, or other school related information that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning.

Differentiated learning strategies

Strategies involving the provision of students with different avenues to learning, and the development of teaching and assessment materials so that all students within a classroom can learn effectively, regardless of differences in ability.

Distributive leadership

An aspect of leadership that recognizes leading and managing schools as involving multiple individuals including those who are not formally designated leaders (Spillane et al., 2008).

Diversity

The inclusion of a variety of people in a group or organization (often associated with race, ethnicity, culture, ability, language, religion, socioeconomic background, and gender) and inclusive of individual differences (e.g., personality, interests, learning modalities, and life experiences).

Educational leader

A school or district leader holding an administrator area of concentration license who is involved in the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims that are associated with student learning.

Equity

Usually associated with a system of fairness.

Goals

Descriptions of what the school personnel plan to accomplish.

Stakeholders or stakeholder groups

Individuals or groups in the organization or wider community who have an interest in or might be affected by a particular action and/or activity. Stakeholders in a school community typically include students, families, school staff members, the faculty, and all community members, organizations, and agencies that serve that school community.

Standards

The knowledge and skills that should be mastered in order to achieve a level of proficiency in a particular area.

Standards-based

Driven by the setting of academic standards (sometimes referred to as benchmarks, aims, essentials, targets) for what students should know and be able to do.

Technology

In school, usually refers to information systems such as computer, audiovisual, sound, and other technical systems.

Vision

In an organization such as a school or district, what a leader and the participants hope to become as they work collaboratively to improve teaching and learning.

Indicators

What an educational leader should be able to know and do; performance descriptors of what actions expected of future and current leaders; types of leader actions for development or improvement in programs and practice.

Infrastructure

The permanent installations of school or a district (often refers to buildings and the operation of those buildings).

Instructional leadership

Those actions that a principal takes or delegates to others, to promote growth in student learning.

Mission

Defines the fundamental purpose of the school, succinctly describing why it exists.

Performance expectations

Descriptions of what leaders do to carry out the leadership concepts and ideals in the Standards.

Professional development and professional learning

Providing comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge and skills available to educators; addresses both individual educators' goals for professional growth and the larger organizational learning priorities for school improvement.

School culture

Refers to the historical and current artifacts, commonly held values, beliefs, and basic assumptions that exist in a school or organization.

10 Utah Educational Leadership Standards References

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