Utah Educational Leadership Standards

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.

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

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.

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

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.

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

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.
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.

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

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.

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

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

C. Educational leaders implement appropriate systems of assessment and accountability.

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.

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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.

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

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.
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.

B. Educational leaders strategically allocate and align human, fiscal, technological, and physical resources.

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.

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

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.

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

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.

B. Educational leaders respond and contribute to community interests and needs.

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.

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

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.

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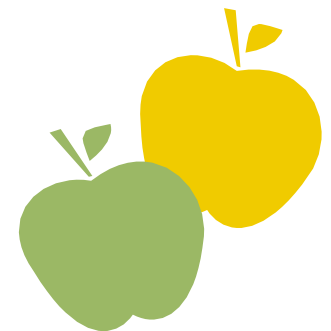
Standard 5: Ethical Leadership

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

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

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

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

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.

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

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.
6. 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.

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

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.

B. Educational leaders contribute to the larger arena of educational policymaking.

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.

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

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.

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