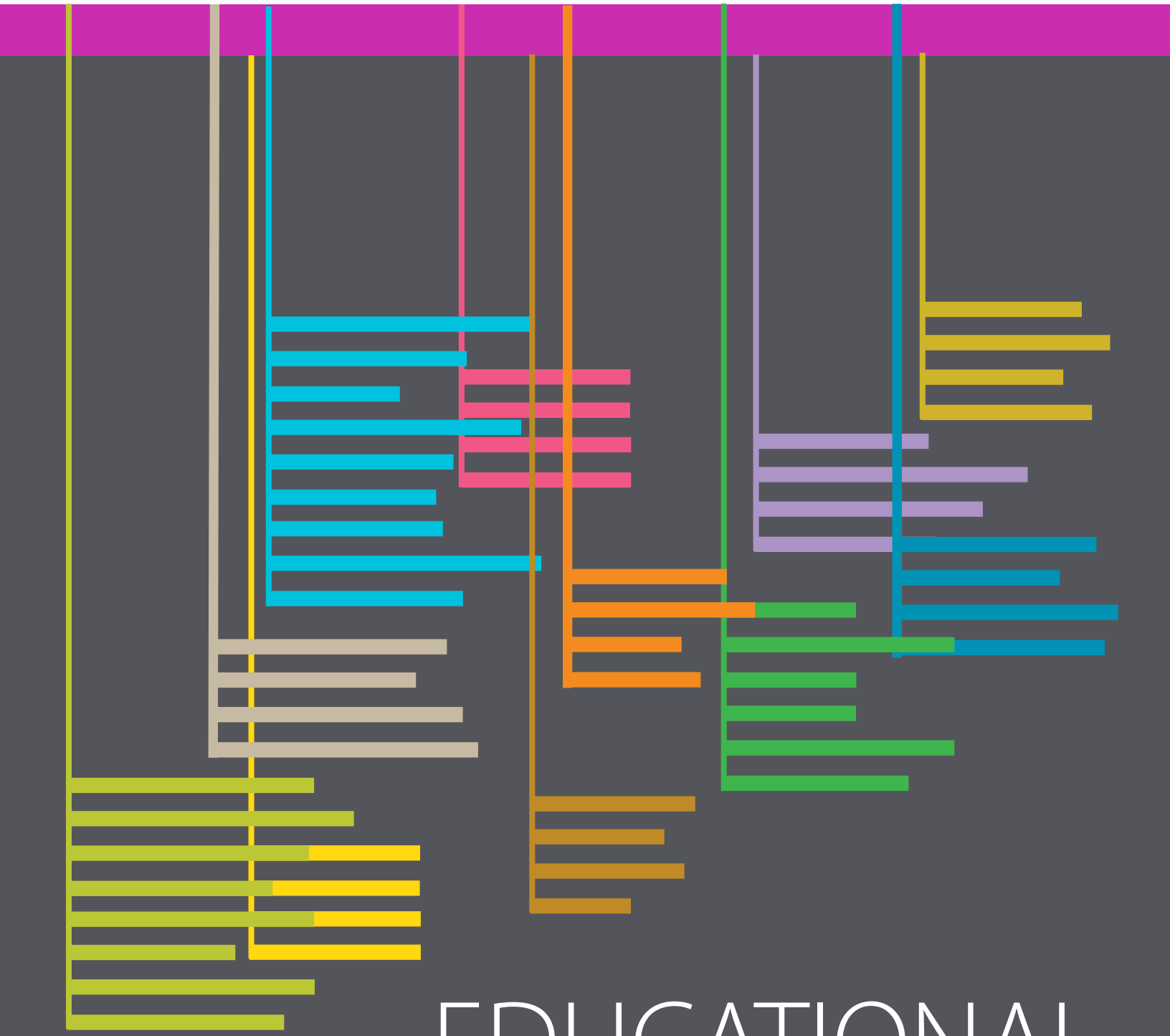
UTAH STATE STANDARDS



EDUCATIONAL LEADERSHIP

UTAH STATE BOARD OF EDUCATION 250 EAST 500 SOUTH P.O. BOX 144200 SALT LAKE CITY, UTAH 84114-4200 SYDNEE DICKSON, ED.D., STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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UTAH STATE STANDARDS
for
EDUCATIONAL LEADERSHIP

Adopted
by the
Utah State Board of Education

MAY 2018

UTAH STATE BOARD OF EDUCATION

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1/2017

Introduction

New challenges and expectations exist for educational leaders based on expanding knowledge of effective leadership, changing school conditions, shifting school populations, and increased expectations for student learning. Clear and consistent leadership standards can assist all educational stakeholders in understanding these expectations. These standards, grounded in current research and the real-life experiences of educational leaders, articulate the leadership our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes for all students. They are designed to ensure that educational leaders are ready to effectively meet the challenges and opportunities of the job today and in the future by guiding school leaders at all levels as they:

- Create challenging but caring and supportive conditions conducive to each student's learning.
- Collaborate on shared vision, mission, goals, and commitments to ensure student learning at high levels.
- Develop and support teachers relentlessly in cycles of continuous improvement.
- Create positive working conditions.
- Allocate resources effectively.
- Develop appropriate organizational procedures and practices.
- Engage in other deep and meaningful work both inside and outside the classroom that has a powerful impact on what happens inside it.

These standards are foundational to all levels of educational leadership. They apply to principals and assistant principals and they apply to district leaders as they engage in similar domains of work as school leaders. However, the specific standards in each strand focus more on school-level leadership than district-level leadership. Moreover, district-level leaders have additional responsibilities associated with their particular roles (e.g., working with school boards and labor relations), and those responsibilities extend beyond these standards.

STANDARDS

Strand 1: VISIONARY LEADERSHIP

Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.

- **Standard 1.1:** Collaborate with faculty, staff, parents, and the school community to develop and implement a shared vision, mission, and values.
- **Standard 1.2:** Collect, analyze and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- **Standard 1.3:** Create and implement plans to achieve short- and long-term goals.
- **Standard 1.4:** Develop a shared understanding of and commitment to mission, vision, and values within the school and community to promote continuous and sustainable improvement.
- **Standard 1.5:** Monitor and evaluate progress and revise plans to achieve desired outcomes.

Strand 2: TEACHING AND LEARNING

Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

- **Standard 2.1:** Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody high expectations for all students.
- **Standard 2.2:** Build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
- **Standard 2.3:** Require all educators to know and use the Utah Core Standards for the courses they teach.
- **Standard 2.4:** Require all educators to know and use the current Utah Effective Educator Standards.

- **Standard 2.5:** Ensure instructional practice is consistent with knowledge of student learning and development and effective pedagogy.
- **Standard 2.6:** Ensure instructional practice is engaging, challenging, and relevant to student needs, experiences, and interests.
- **Standard 2.7:** Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.
- **Standard 2.8:** Ensure available technologies are used to enhance instruction and create opportunities for student learning.

Strand 3: MANAGEMENT FOR LEARNING

Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.

- **Standard 3.1:** Manage staff resources, including the assignment of teachers and staff to roles and responsibilities in order to optimize their professional capacity to equitably address each student's learning needs.
- **Standard 3.2:** Seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.
- **Standard 3.3:** Comply with mandated budget and accounting practices as responsible and ethical stewards of the school's monetary and non-monetary resources.
- **Standard 3.4:** Promote and protect the welfare and safety of students, faculty, and staff through implementation of federal, state, and LEA policies and effective schoolwide procedures and practices.
- **Standard 3.5:** Promote adult-student, student-peer, and school-community relationships to create the climate and conditions which value and support academic learning and positive social and emotional development.
- **Standard 3.6:** Follow LEA policies, Utah State Code, and Utah State Board of Education rules governing the human resource function, including remediation and/or termination of faculty and staff employment as needed.

Strand 4: COMMUNITY ENGAGEMENT

Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.

- **Standard 4.1:** Demonstrate an approachable, accessible, and welcoming disposition to families and members of the community.
- **Standard 4.2:** Create and sustain positive, collaborative, and productive relationships with families and the community.
- **Standard 4.3:** Understand, value, and employ the community's resources to promote student learning and school improvement.
- **Standard 4.4** Work to collaborate with families around items such as cultural perspectives and practices, transportation, work schedules, and language to ensure that all families can be fully engaged in the school community.

Strand 5: ETHICAL LEADERSHIP

Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.

- **Standard 5.1:** Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources and all aspects of school leadership.
- **Standard 5.2:** Model and promote professional attributes of integrity, fairness, transparency, and trust.
- **Standard 5.3:** Comply and act in accordance with the Utah Educator Professional Standards described in Board Rule R277-515.
- **Standard 5.4:** Place students at the center of education and accept responsibility in partnership with parents, faculty, and students for each student's academic success and well-being.

Strand 6: SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.

- **Standard 6.1:** Develop licensed faculty's and staff members' professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- **Standard 6.2:** Deliver actionable feedback about instruction and other professional practice through comprehensive systems of evaluation and supervisory practices that support development of licensed faculty's knowledge, skills, and practice as described in the Utah Effective Educator Standards.
- **Standard 6.3:** Engage faculty and staff in systematic processes of sustainable and continuous school and classroom improvement.
- **Standard 6.4:** Lead licensed faculty and staff (as appropriate) in evaluating competing initiatives in order to determine a course of action to support and achieve identified organizational goals.
- **Standard 6.5:** Create and sustain an environment friendly to inquiry, experimentation, and innovation aligned with continuous improvement goals.
- **Standard 6.6:** Develop and promote leadership capacity among teachers and staff.

Strand 7: EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student's academic success and well-being.

- **Standard 7.1:** Create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.
- **Standard 7.2:** Ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- **Standard 7.3:** Lead faculty and staff to equitably distribute and target resources at the right moment and in the right places to achieve student success.

- **Standard 7.4:** Implement school procedures to address student behavior in a positive, equitable, and unbiased manner.
- **Standard 7.5:** Address matters of equity and cultural responsiveness in all aspects of leadership.
- **Standard 7.6:** Promote the preparation of students to live productively in and positively contribute to society including participation in representative governments and other civic processes.

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