Comparison Document: Utah Educational Leadership Standards and ISLLC 2008

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.

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.
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. 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 Utah Core Standards, and current Utah Effective Teaching Standards.

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: 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.

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

UTAH EDUCATIONAL LEADERSHIP STANDARDS
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 continually improve the operational system in order 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.

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
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.
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’s learning.

PERFORMANCE EXPECTATION 5C: Educational Leaders...
Perform the work required for high levels of personal organizational performance, including acquiring new capacities needed to fulfill responsibilities.

INDICATORS FOR 5C: A leader...
1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.
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
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: 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.

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.
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.

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 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.

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.