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**Title: Utah Effective Educator
Standards**

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Rule/Statute: [R277-330](#)

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**This draft is for consideration during
the 08/07/2026 Law and Licensing
Committee Meeting:**

UTAH EDUCATIONAL LEADERSHIP STANDARDS Back-up Materials

Introduction

The Utah State Board of Education is committed to a quality learning experience for every student at schools with excellent leadership. The Utah Educational Leadership Standards apply to all school leaders throughout the state, regardless of demographic differences, geography, school type, leadership role, or any other distinguishing characteristic. The Utah Educational Leadership Standards were last updated in 2018. The standards articulate the knowledge, skills, and dispositions that Utah educators need to demonstrate as they prepare for and serve as school leaders. These standards provide the foundation for more descriptive competencies, evaluation and accountability criteria, professional learning, goal setting, and other supporting tools and resources to meet the leadership development goals and objectives of the Utah State Board of Education.



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2026 STANDARDS WRITING COMMITTEE

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DRAFT Utah Effective Leadership Standards (public comment version)

To elevate student success, promote educator quality and effectiveness, and optimize oversight and accountability, Utah educational leaders:

Strand 1: Professionalism/Ethics

Standard: model ethical leadership, integrity, fairness, and equity, utilizing clear communication and a collaborative approach to establish themselves as trusted figures within the school community, and actively implement the Utah Educator Standards and local codes of ethics.

Strand 2: Culture and Climate

Standard: establish and maintain a positive culture that fosters inclusivity for students, staff, and community to ensure all individuals have a sense of belonging, are valued, and are safe.

Strand 3: Personnel Support and Supervision

Standard: communicate expectations clearly, effectively, and consistently with staff; conduct scheduled evaluations; and provide specific and targeted growth-oriented feedback and support.

Strand 4: Systems Improvement

Standard: strategically design, implement, and sustain coherent systems grounded in evidence-based inquiry, shared accountability, adaptive leadership, and continuous school improvement to build organizational capacity and ensure each student's academic success and well-being.

Strand 5: Community Engagement

Standard: engage with parents, guardians/caretakers, and stakeholders to partner with the greater community; ensure every child becomes a part of their community by collaborating with community partners; and connect families to resources.

Strand 6: Instruction

Standard: ensure effective teaching strategies that optimize student learning, assessment practices that inform instruction, and interventions to target individual student learning needs.

Strand 7: Resource Management

Standard: professionally and ethically allocate and manage school resources to support teachers/staff and to optimize student learning.

Strand 8: Vision

Standard: cultivate an innovative and student-centered vision that empowers learners through strategic planning and transformative educational practices.



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DRAFT Utah Educational Leadership Standards (edited with tracking)

To elevate student success, promote educator quality and effectiveness, and optimize oversight and accountability, Utah educational leaders:

Standard 18: Vision - cultivate an innovative and student-centered vision and mission that empowers learners through strategic planning and transformative educational practices.

Standard 12: Professionalism/Ethics - model ethical and professional leadership, integrity, self-reflection, and fairness; and equity, utilizing use clear communication and a collaborative approach to establish themselves as trusted figures within the school community, and actively implement law, policy, and the Utah Educator Standards. and local codes of ethics.

Standard 23: Culture and Climate - establish and maintain a positive culture and climate that fosters inclusivity for students, staff, and community to ensure all individuals have a sense of belonging, are valued, and are safe.

Standard 34: Personnel Support and Supervision - communicate expectations clearly, effectively, and consistently with staff; conduct scheduled formal and informal evaluations; and provide specific and targeted growth-oriented feedback, professional learning, and support.

Standard 45: Systems Improvement - strategically design, implement, and sustain coherent systems grounded in evidence-based inquiry, shared accountability, adaptive leadership, and continuous data informed school improvement to build organizational capacity and ensure to support each student's academic success and well-being.

Standard 56: Community Engagement - engage with parents, guardians/caretakers, stakeholders to partner with the greater community; ensure every child becomes a part of their community by collaborating with community partners; and connect families to resources to support each student's academic success and well-being.

Standard 67: Instructional Leadership - ensure the use of effective teaching strategies that optimize student rigorous, student-centered learning and growth, assessment practices that inform inform and instruction promote effective teaching, and interventions to target for individual student learning needs.

Standard 78: Resource and Fiscal Management - professionally and ethically allocate and manage school resources to support teachers/staff and to optimize student learning.

Standard 8: Vision - cultivate an innovative and student-centered vision and mission that empowers learners through strategic planning and transformative educational practices.



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DRAFT Utah Educational Leadership Standards 2026 (edited)

To elevate student success, promote educator quality and effectiveness, and optimize oversight and accountability, Utah educational leaders:

Standard 1: Vision - cultivate an innovative, student-centered vision and mission that empowers learners through strategic planning and transformative educational practices.

Standard 2: Professionalism/Ethics - model ethical and professional leadership, integrity, self-reflection, and fairness; use clear communication and a collaborative approach to establish themselves as trusted figures within the school community, and actively implement law, policy, and the [Utah Educator Standards](#).

Standard 3: Culture and Climate - establish and maintain a positive culture and climate that fosters inclusivity for students, staff, and community to ensure all individuals have a sense of belonging, are valued, and are safe.

Standard 4: Personnel Support and Supervision - communicate expectations clearly, effectively, and consistently with staff; conduct formal and informal evaluations; and provide specific and targeted growth-oriented feedback, professional learning, and support.

Standard 5: Systems Improvement - strategically design, implement, and sustain coherent systems grounded in evidence-based inquiry, shared accountability, adaptive leadership, and continuous data informed school improvement to build organizational capacity and to support each student's academic success and well-being.

Standard 6: Community Engagement - engage with parents, guardians/caretakers, stakeholders to partner with the greater community to support each student's academic success and well-being.

Standard 7: Instructional Leadership - ensure the use of effective teaching strategies that optimize rigorous, student-centered learning and growth, assessment practices that inform and promote effective teaching, and interventions for individual student learning needs.

Standard 8: Resource and Fiscal Management - professionally and ethically allocate and manage school resources to support teachers and staff and to optimize student learning.

Please note that once the State Board approves these standards, work will begin on more detailed leadership competencies, toolkits to practically implement the standards beyond theory, a model leadership evaluation system, professional learning, and other leadership tools.



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Public Comments and Writing Committee Responses

Comment	Standard Change	Competency	Evaluation	Toolkit	Professional Learning	Parking Lot	No Action
There should be financial courses included, and how to effectively manage and make the most out of a budget, not just to make things work for a year, but for years to come.	Changed title to "Resource and Fiscal Management"	X					



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Financial training could be included in Resource Management, maybe add the following under Resource Management: "...allocate and manage school resources through demonstrated financial literacy, including budgeting, forecasting, and data-informed fiscal decision-making, to support teachers/staff and optimize student learning."		X This fits well as a competency under Fiscal and Resource Management.	X				
These proposed changes are more specific, actionable leadership behaviors. There is a clearer alignment to evaluation and accountability with a stronger emphasis on							X



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systems, instruction, and community.							
Standard 1 - this is more clear and actionable							X
Standard 2 - adds belonging, inclusivity, and safety explicitly and aligns more directly with students well-being - which is an interesting shift given the current political climate which seems to be negatively targeting SEL in our schools.							X
Standard 3 - emphasis on feedback, expectations, supervision cycle specifically							X



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Standard 4 - great improvement - strong alignment to continuous improvement cycles (PLC/CTM, MTSS, PBIS)							X
Standard 5 - this is a better match to current practice							X
Standard 6 - this is more condensed with specific focus on teaching strategies, assessment, and interventions.							X
Standard 6 - potential weakness - may be underdeveloped compared to the current standard						X	
Standard 7 - provides clarity and accountability							X



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Standard 8 - moves vision to one standard, when it should remain foundational and embedded across all standards - want to avoid a checklist!	Moved to Vision Standard 1						
One notable strength is the increased emphasis on building inclusive school cultures that foster belonging and safety for all students and staff.							X
The clearer expectations around personnel support and supervision provide a more actionable framework for leader evaluation and growth.							X



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Instructional leadership, which is central to student outcomes, appears less developed in the proposed standards compared to the current framework and could be expanded to emphasize teacher development, rigor, and student-centered learning.	Changed Standard 6 title to 'Instructional Leadership' Changed Personnel Support to: ...feedback, professional learning, and support." Changed Instructional Leadership to '...optimize rigorous, student-centered learning and growth...'	X Emphasize the connection between optimize and growth.					
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I find these well considered and their language points towards improvement.							X
I wonder if explicitly mentioning "mission" and "core values" in the Vision standard would be useful?	Added 'mission' to Vision						
I would prefer that the "Strands" be called "Standards." That title seems more consistent with the language of other standards documents?	Change made						
These standards are clear and feel the closest that I've seen to your accurately describing my job.							X
The standards reflect the right priorities, and I understand the need for							X



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them to be written at a general level.							
They assume leadership effectiveness without addressing the disciplined practices that make that effectiveness possible—such as time management, priority alignment, and intentional daily leadership behaviors.		X					
There is little guidance on the systems and routines leaders need to ensure consistent execution. For example, there is no clear expectation that leaders establish structures for prioritizing their time, consistently monitor instruction through walkthroughs and feedback cycles, or		X					



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regularly track progress toward school goals.							
The standards are not particularly useful for helping leaders form a clear mental model of what effective practice looks like day-to-day. They are also difficult to use as a tool for developing principals and building the capacity of both school and district leaders. Without more specificity, examples, or indicators (which are likely coming) they remain conceptual more than actionable.		X		X			
Looks great							X
To the team who put these together—thank you. I appreciate the work and the thought behind it.							X



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A lot of this feels pretty general and generic. I don't disagree with any of it, but it reads more like the baseline than something that actually pushes the work forward.						X	
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Historically, districts tend to select leaders from a pretty similar mold, often former coaches, which brings a certain level of leadership and accountability. But it hasn't really moved the needle in how schools operate. We've been largely the same for my entire 20+ year career, and then we all turn around and post the same quote on LinkedIn: "Insanity is doing the same thing over and over again and expecting different results." But the truth is, that's exactly what we keep doing. I include myself in that.							X
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So the real question for me is how we actually raise the bar. How do we inspire and develop leaders who are willing to push limits and break the mold? It reminds me a lot of PLCs. Districts have poured huge amounts of time and money into “implementing” them, but in many cases it feels more like a paper tiger. We use the language, but the impact hasn’t matched the investment in any significant, system-wide way.							X
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Terms like “innovative” and “student-centered.” We say them, but that’s not consistently what’s happening. Systems this large struggle to truly innovate, and authentic student voice often gets quieted because it’s hard to manage. Over time, those words start to lose meaning.						X	
We’re seeing a major shift with students leaving for online options. That should make us pause. If students truly felt empowered and actually had a voice, would we be seeing that kind of movement?							X



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I appreciate the effort from this team. It's not easy to take on work at this level and try to define it in broad terms.							X
I just think this is an opportunity for us to push beyond the language and really examine what it would take to do things differently.							X
Standard 5 states that evaluations must be "scheduled". This implies that observations, which are often part of the evaluation process, also need to be scheduled. Observations shouldn't always be scheduled. The word "scheduled" should be removed.	Changed Instructional Leadership to 'formal and informal observations'						



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I noted that communication is mentioned under personnel support and supervision. It might be worth considering that communication is also about active listening, from the other person's perspective, with grace, patience, and an open mind to alleviate the us-and-them narrative. Leadership is not just about managing things; it is about inspiring others and making them feel heard, seen, and appreciated.		X					
Leadership also entails negotiating and problem-solving with all stakeholders with critical		X					



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thought and good intentions.							
Problem-solving skills and Communication would be two main areas I would ensure to highlight as requirements to help define Utah Effective Leadership Standards.		X					
Strand 6 should be more focused around instructional leadership instead of instruction. The way that it is currently written makes it read more like it is for teachers.	OK - Changed title to Instructional Leadership						
Strand 4 could benefit from adding in some discussion of using data and making data informed decisions	Changed Standard 4 to ...and continuous data-informed improvement ...						



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Strand 5 could benefit from some mention of student voice		Include with Culture standard competency					
I think they are great and well written.							X
As a charter school director, it would be under my stewardship to fulfill all of these, including the resource management. However, as a district principal, the allocation of resources and the vision for the school may not be under their scope, because it is done on a district level.						X	
These look good- I approve of these. They make sense to me. Just some grammatical errors.							X



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I think these are great areas to focus on as leaders.							X
It does seem like a lot. I liked when the Effective Teaching Standards went from 10 to 5 or something like that. It was much easier to observe and record evidence. As I present my self-evaluation to the governing board each year, this is a lot to gather evidence for, but I'm not opposed to it, as long as there are fewer indicators under each standard and not 5-8 in each one.						X	
Thank you for your work in rewriting these!							X
Well Done							X



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Stands 3 - 'Promote a positive and professional work environment through a variety of strategies, including...'							X
Standard 5 - I'm not sure it is a realistic expectation to require principals to "ensure every child becomes part of their community by collaborating with community partners." I would suggest the principal should be responsible for ensuring each child feels part of the school community within the school, but not have the obligation to ensure they are connected to the broader community outside of school.	Changed System Improvement to ...and support each student's... Changed Engagement to ...to support each student's academic success and well-being...						



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Standard 6 - It looks like we need to add what the principal is ensuring. Do we want them to "ensure the application of effective teaching strategies..." or do we change the language to "promote effective teaching strategies?" We need to have the principal do something with the strategies beyond ensuring them.	Changed Instructional Leadership to ...promote effective teaching...						
I think the others look good. Thank you!							X



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Being involved in a Leadership Lab at LPA has made me appreciate our administration more. I never realized how much they had on their plates that is unseen from a teacher perspective.							X
Strand 2 and strand 5 were my favorite to dive deep in to because of the changing cultures in Utah, and trying to find ways to engage parents in student learning.							X



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The resources available through the leadership classes have helped me reshape my thinking in my classroom. I would recommend that anyone interested in a leadership position to at least read and understand these strands.							X
I think the standards look great and sufficiently describe the role of a school administrator.							X
The standards align with what I would evaluate.							X
I think these look good. Thank you for the work you're doing.							X



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Are there sub standards for each strand, or this is it? I like the reduction of sub standards. The way strands are currently written is overwhelming and repetitive.						X	
Vision should be first not last.	Moved to the top						
These standards are appropriate for administrators.							X
I like these with the assumption district leaders have the skill to use them to evaluate school leaders. Will there be a guiding rubric?			X		X		



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Will a rubric for meeting the standards accompany these standards. Some of these standards are very heavy and could be very subjective. For instance standard 4 has a lot to unpack. I feel it would be important to have a rubric or objectives with the standards so the expectation is clear for those being evaluated.			X				
This seems to cover everything succinctly.							X
Clear and concise							X
I think these are great. Thanks!							X



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I like these a lot better than the current standards. These feel more aligned with our actual jobs and aren't so overwhelming. You would have to be a robot to be highly effective in the current leadership standards.							X
The standards seem good. True measurement of them will be based on the indicators.							X
Standard 1 has always frustrated me, because a person is either ethical or not. Please consider an indicator that is just yes or no for Standard 1			X				
There could be other indicators of		X					



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professionalism within Standard 1.							
Strand 1: Take out Equity. Take out "Local" in codes of ethics.	Changed Professionalis m/Ethics to: 'Model ethical and professional leadership, integrity, and fairness use...' Changed Professionalis m/Ethics to: '...law, policy, and the Utah Educator Standards.'						
Strand 2: Nothing about the climate aspect. Culture and climate are related, but not the same thing.	Kept Culture and Climate title.						X



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Strand 4: take out “evidence-based inquiry, shared accountability, adaptive leadership” because it doesn’t mean anything. Nonsense jargon.							X
Strand 5: take out “caretakers” since guardian essentially means the same thing. Take out “ensure every child becomes a part of their community by collaborating with community partners;” because this is something you can’t ensure.							X
Strand 6: This whole strand seems like it fits better under a coach or mentor role. I think you can get rid of this one and							X



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include aspects under Strand 3 or 4.							
Strand 7: you are implying budgets, but should you be explicit?	Changed title to "Resource and Fiscal Management"	X					
Strand 8: This one seems thrown in there. Again, get rid of it because it could fall under Strand 3 or 4.	Moved to Standard 1						
There needs to be something about educational law and policy. I suppose it could fit under Strand 1, but it needs to be explicit.		X					



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In strand 3 as it pertains to evaluations. While scheduled evaluations are wonderful - I worry that by adding it into the standard, it locks us into always scheduling evaluations and limits our ability to conduct unscheduled observations and evaluations. Would it be possible to change that world to "Educator Evaluations" or simply take out the word scheduled altogether?	OK - changed to 'formal and informal observations.'						
I think these standards sound great!							X
I appreciate the adjustments made within some of the strands to ensure alignment with							X



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current school leadership needs.							
On standard two I think you should remove the word "and" after culture, it would read, "establish and maintain a positive culture that fosters.."	Removed unnecessary words						
I think the standards listed above encompass the responsibilities of an administrators quite well!							X
Looks great!							X
They look great! Straight forward and easy to understand							X
I would recommend moving vision from Stand 8 to Strand 1.	Moved to Standard 1						
Not sure how parents will respond to Strand 5.							X



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On the first read, these statements seem fine. Given the context of our state, I understand that we cannot use specific words without being unduly targeted. However, I do wish to point to research by Ann Ishimaru and Mollie Galloway, who examined leadership standards and identified the flaws in not explicitly and clearly attending to equitable outcomes and learning environments.						X	
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The statements on instruction, staff supervision, school vision, and resource management do not emphasize the need for EACH AND ALL learners and personnel to experience safety, well-being, being valued, excellence in performance and effort, and growth.	Suggestion: Add an Introduction that these standards apply to all students, all entities, etc.			X			
I am confused about "local codes of ethics" and uses of "professionally" and "ethically" throughout. If these are not defined in the strands, what are we basing these descriptors on?	Removed "local codes of ethics"						



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There are also a lot of words in the "instruction" and "systems improvement" strands that refer implicitly to frameworks and research bases that should be linked to, or else they are too vague. For instance, "adaptive leadership" can mean anything to anyone. How will we define what is our baseline expectation?	Suggestion: Add a resource repository of relevant articles, citations, glossary of terms, etc. Reference the toolkit in the Introduction.	X		X			
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Standards are difficult because they have to serve a hugely disparate population, but my concern is that such vagueness leaves administrators and system leaders vulnerable to being a) unfairly evaluated, b) subject to retaliation, or c) not held accountable to what they should or should not be doing. We need standards to project the expectations and vision of leadership. We need standards to protect leaders who are doing the best by research and by students and the whole school community, even if a small number of individuals disagree. And						X	X
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we need standards to provide a set of expectations on which preparation, evaluation, practice, and performance can be based.							
I understand that some kind of manual will flesh out these strand statements. I am highly concerned that they will not offer appropriate or adequate guidance without addressing some of these issues of serving EACH and ALL learners, a whole school community, and an ambitious vision for instruction, systems, and culture/climate.						X	



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There is also no mention of how leaders can or should responsibly use and monitor the implementation of emerging technologies.				X Applies to all Standards			
I like them. I feel that they include all the standards that a great administrator endeavors to accomplish at their school site.							X
I like the simplicity of the effective leadership standards and look forward to viewing the details of the leadership competencies.							X
Vision is vital so maybe it should be the first standard.	Moved to the top						
Looks good to me							X



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I really like the reorganization, especially the focus on systems improvement and personnel support and supervision.							X
Strand 4: Systems Improvement - Standard: strategically design, implement, and sustain coherent systems grounded in evidence-based inquiry, clear ownership and accountability for results, adaptive leadership, and continuous school improvement to build organizational capacity and ensure each student's academic success and well-being.	Introduction: The intent of these standards is to support goal setting, accountability and results.						



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Strand 3: Personnel Support and Supervision - Standard: communicate expectations clearly, effectively, and consistently with staff; conduct scheduled evaluations; provide specific and targeted growth-oriented feedback and support; and hold self and others accountable for performance and professional expectations.	Introduction: The intent of these standards is to support goal setting, accountability and results.						
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Strand 1: Professionalism/Ethics - Standard: model ethical leadership, integrity, fairness, and equity; utilize clear communication and a collaborative approach to establish themselves as trusted figures within the school community; actively implement the Utah Educator Standards and local codes of ethics; and demonstrate personal accountability for decisions, actions, and outcomes.	Introduction: The intent of these standards is to support goal setting, accountability and results.						
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Standard 6 doesn't flow well to me. I would suggest something to include the use of instructional strategies such as: "Ensure the use of effective teaching strategies that optimize student learning, assessment practices that inform instruction, and targeted interventions to meet individual student needs."	Added 'use of'						
While not directly tied to these, I would suggest discouraging the use of anonymous surveys as part of the evaluation based upon current research. I know districts fall back to those with evaluations (likely due to ease), but they provide very little, if any valuable information and can be detrimental to organizations.						X	
Love these!							X



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Something that you might consider is adding into all of the strands is how the state and the districts will be supporting administrators who are making good decisions based on the strands. As people become more embolden to abuse school officials we should be looking for ways to support them in following these strands and holding all leaders to the strands we create. If your strands do not indicate to administrators, future administrators and the public what the state and districts are going to do to support administrators in following the strands the effort misses the boat. The support can't be implied it needs to be spelled out.						X	
It sounds good. We work to make things fit for the School for the School for the Blind.							X



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I feel like these standards are appropriate.							X
Why are there strands and standards? That seem overly complicated. There are 8 standards with a short description of each.	Usage of Strands was deleted.						



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These strands provide a strong structural starting point, but they lean heavily on idealized expectations and assume a level of applied judgment that is not inherently present in all leaders. The language reflects what leaders should do, but not how they learn to do it when situations are unclear or unknown. In practice, “common sense” is not common. It is developed through experience, missteps, feedback, and reflection. Leadership standards that do not acknowledge this risk promoting a surface-level understanding of the role. This becomes especially clear when comparing Strand 3 (Personnel Support and Supervision) and Strand 4 (Systems Improvement).							X
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Strand 3 centers on communication, evaluation, and feedback, but reads as procedural. In reality, supervision lives in difficult conversations, not scheduled evaluations. It shows up when a staff member resists feedback, when someone is struggling but trying, or when performance does not improve despite support. Leaders must learn how to be direct without eroding trust, how to navigate emotional responses, and how to follow through when accountability is required. These are not intuitive abilities. They are learned through repeated, real interactions where outcomes are uncertain.		X			X		
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Strand 4, by contrast, operates at the systems level and emphasizes strategy, coherence, and continuous improvement. While conceptually strong, it is disconnected from the conditions that cause systems to succeed or fail. Systems do not break on paper. They break when people are overwhelmed, unclear, or unconvinced. Leaders must learn how to champion change, respond to pushbacks without losing direction, and adjust when implementation does not go as planned. The current language assumes stability and alignment, while reality is often conflict and exhaustion.		X			X		
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The contrast between these strands exposes a broader gap. Strand 3 is grounded in human interaction but does not fully address the complexity of those interactions. Strand 4 is structurally sound but lacks connection to the lived experiences that shape implementation. Both rely on an unspoken assumption that leaders already possess the judgment needed to operate effectively across these spaces.							X
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If these standards are meant to guide leadership development, they should more directly acknowledge that this judgment is built, not assumed. Leaders need opportunities to grapple with conflict, ambiguity, resistance, and compromise. They need to learn how to act when there is no clean answer and no guaranteed outcome. Without that grounding, the standards risk describing leadership in theory while leaving leaders unprepared for practice.						X	
I really like the way Strand 4 is worded and encompasses all critical elements of that standard.							X
Strand 8: Sometimes the words "innovative" and "transformative" can create a large range of interpretation and therefore ambiguity. Wondering if something more like "evidenced based" educational practices.	Kept current language.						X



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I like how Strand 3 includes the qualifier "Growth oriented" in regards to feedback and support. Wondering if something needs to be added about more informal walk throughs/feedback etc. The word "consistent" may imply that. It's critical to go beyond scheduled appointments to give feedback that moves teachers forward	Changed 'scheduled' to 'formal and informal'						
Really like how Strand 5 & 7 are written and would not change anything.							X
Standard 3: Leadership entails cultivating future leaders by setting clear expectations, conducting regular reviews, and providing the specific feedback and time required for growth.	Current language covers these comments.						X



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How do you propose to evaluate these teachers with the above strands? Please remember, if you want teachers to teach, you need to allow them to focus on teaching and not have their focus diverted by additional paperwork/assignments that take away from their students.						X	
I love how it focuses on the students and the community and building something bigger and better for those we teach and serve in the community.							X
These are great							X
All the strands are relevant, needed and appropriate.							X
Love it!							X
Utah educational leaders (ADD the Following) practice the following core standards: Strand 2: ...establish and maintain a positive culture (DELETE 'and') that fosters ...	Unnecessary words were deleted						



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Strand 4: ...evidence-based inquiry, ... CHANGE to ...evidence-based practice, ...	Kept current language.						X
Well rounded standards- I approve.							X
Sounds good!							X
As a director in the district I work it, I see too many teachers also taking a lot of days off. I don't know how you could word this, but in Standard 1, I would love to see something about attendance, or something about the integrity of showing up each day. This way, when you are doing evaluations, you have an area that addresses attendance of staff. I believe it is important to show up each day, for student outcomes and for setting the example. If you have a district that doesn't have a great attendance policy for teachers, maybe the Standards can have this as part of being professional? Just a suggestion. Otherwise, these look great!							X



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Strand 2: replace all individuals with each and every individual	Will include in Introduction.						
Strand 3: should evaluations take place at least once a year?			X				X
Strand 4: include the use of data	data was added						
Strand 5: replace -every child is represented and included in their community	This standard was re-written						X
Strand 6: Include collaboration and the use of data	'Collaborative' is in Professionalism/Ethics. Restored 'inform' in Instructional Leadership	X					
Thank you for you work on this!							X
7 is redundant jargon, possible change... Distribute materials, funding, and personnel equitably to ensure teachers have the necessary tools for effective instruction	Current language covers these comments.						X



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8 - too many action verbs needs simplified	Kept current language.						X
This looks great. I appreciate all 8 standards but #3 is key. Communication!							X
All children should have the opportunity to attend our preschool programs and we need to reduce the amount of assessments we give, and we need to stop catering to "other cultures" and stick to teaching the basic educational skills to succeed.							X
These all sound good. I feel that working in the Early Childhood field I have definitely seen that there has been a trend of things becoming more and more "academic" being pushed younger and younger. I think we need to allow the children to learn in developmentally appropriate ways that aren't rote memorization, worksheets, and tracing (as examples).						X	



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I feel the standards fit well.							X
This is totally unnecessary and a waste of time and money							X
These are well thoughtout.							X
My first suggestion would be to consider reordering the various strands. When it comes to using these standards for actual administrator evaluations I expect that all will be treated as important, however, order does suggest some hierarchy of importance. Having "Vision" as Strand 8 doesn't seem to fit, given that one of a school leader's most important roles is to help create and steward the vision for the school, including goals for the school. I would expect it to be higher on the list, if not the first strand listed.	Moved to Standard 1						



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Similarly, given the inherent purpose of schools for learning, I would expect that the strand on "Instruction" would be higher on the list than strand 6.	All of these are important and non-hierarchical						X
Strand 1: Professionalism/Ethics - Standard: model ethical leadership, integrity, fairness, and equity; utilize clear communication and a collaborative approach to establish themselves as trusted figures within the school community; actively implement the	Changed to 'use'						



Reflective practice and a focus on self-development is another critical leadership competence that I think is worth emphasizing in the standards and that could potentially fit within the "Professionalism" strand. Continuous professional learning is an important element that is included in the Utah Effective Teaching Standards, but I don't see that same sentiment stated within these leadership standards as they are written. And yet the competence for leaders to engage in reflective practice and continuous professional learning and self-development is really a meta-competence that will serve to enhance all other leadership competencies. And when articulating this competence for professional learning or self-development, I think it's worth keeping in mind all of the ways that leaders grow so as to ensure that however the standard or	Added 'self-reflection' to Professionalism standard.						
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competence is written doesn't suggest only particular ways to grow as a professional (i.e., stating it as "professional development" suggests a narrow connotation of attending workshops or conferences). As a school leader myself, some of my most important learning is engaging in reflective practice, taking advantage of mentoring from my supervisor and other trusted leaders, as well as taking the initiative to reach out and ask questions from all of the people that can support you in the district and the field as a whole.							
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Strand 2: Climate and Culture One of the ultimate goals of a positive and psychologically safe work culture is to drive more effective collaboration among teachers and staff. Amy Edmondson's books have some great insights about the nature of such collaboration and teaming and psychological safety, and I think it's work making explicit in the standards that school leaders are to foster such collaboration among their people (whether that belongs in the Strand on Climate & Culture or Personnel Support & Supervision could be debated).	'Collaborative' is in Professionalism/Ethics.	X					
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Strand 3: Personnel Support & Supervision Consider adding a standard or competence around emotional intelligence. Effective supervision and support of staff requires high levels of emotional intelligence on the part of school leaders, specifically competencies around self-awareness, self-management (i.e., self-regulation), and social awareness (including empathy, active and reflective listening). Additionally, the ability for a leader to cultivate emotional intelligence in others is a critical skill set. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has some good resources and literature around these areas.					X		
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Strand 8: Vision Define "transformative educational practices" - this sounds aspirational, and there are specific definitions of "transformative leadership" in the literature, but stated as is its ambiguous, and therefore less helpful as a standard. For example, a critical "transformative educational practice" that helps drive vision is the ability for a school leader to provide greater perspective to help teachers expand their view of what's possible for students, themselves, and the school as a whole. An additional "transformative" practice to include as a standard is priority management, including strategic selection of goals and focus amidst a sea of competing priorities.	Kept current language.						X
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I'm sure that at least some of, if not all of, my suggestions above have already been considered by the writing committee, but I see these as worthy of making explicit in these standards however they end up being written. So thank you for allowing the public an opportunity to provide feedback.							X
Change out Equity for equality in standard 1.	Removed 'equity' which is included in 'fairness'						



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Standard 2 should focus on a culture of a learning environment where all students can succeed and make progress, inclusivity, and belonging should naturally take place in environments that are established to help all children succeed. By focusing in on inclusivity and belonging, I believe, takes away from creating the most successful learning environments.. focus on educational opportunities and learning environment.							X
Standard 8 Instead of saying transformative educational practices, it should say vigorous and engaging learning opportunities.	Covered in Instruction						X
The above standards are appropriate							X
These standards are well written. I am looking forward to the see how they will be implemented and the specific competencies to match.							X
Excellent!							X



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Strand 1: Professionalism/Ethics Suggested Language: Model and uphold ethical leadership by demonstrating honesty, integrity, fairness, and humility; communicate expectations clearly and consistently; apply policies and decisions in a transparent and impartial manner; and implement and enforce the Utah Educator Standards, applicable laws, and local codes of ethics.	Character traits cannot be an all-inclusive list and difficult to evaluate.						X
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Suggested Strand 2 (New): Physical Safety: it seems a big oversight to not have a specific strand regarding physical safety - this is usually our parent's #1 concern for their children and it seems USBE should assign accountability for it to their school leaders. Suggested language: Strand 2: Physical Safety Establish and maintain a physically safe school environment by implementing and enforcing clear policies, procedures, and accountability systems aligned to applicable law and best practices; providing regular training and drills for staff and students; maintaining secure facilities and controlled access; establishing clear reporting and response protocols for safety concerns and incidents; and ensuring all stakeholders understand expectations and are provided opportunities to	Given the many current laws pertaining to school safety, this is included in Professionalism/ Ethics with 'actively implement law, policy...'. It is included in Culture and Climate with "safe". The many many details to implement safe school policies are best outlined in competencies.	X		X			
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work together to identify, prevent, and respond to safety risks.							
Strand 3: Culture and Climate (if #2 were added, this would become Strand 3) Suggested Language: Establish and maintain a positive school culture that fosters inclusivity for students, staff, and community; promotes a sense of belonging and being valued; and implements and enforces clear policies, training, reporting pathways, and accountability systems to ensure materials or instruction defined as sensitive or political, including any form of political advocacy or indoctrination outside Utah code or standards, are not existent in the school, that student exposure is prevented, and that all stakeholders understand this standard and are provided opportunities to work together to achieve and maintain compliance.	Included in Professionalism/ Ethics, '...actively implement law, policy and the Utah Educator Standards.	X			X		



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Strand 4: Personnel Support and Supervision - leaving out the important aspects of providing effective training and positive motivation to staff seem to be deficiencies here.	'professional learning' was added to Personnel Support. Culture and Climate includes 'positive'.						
Strand 5: Systems Improvement Suggested language: Strategically design, implement, and sustain coherent systems grounded in reliable data and established research, define clear roles and responsibilities for accountability, and guide continuous school improvement to build organizational capacity and support each student's academic success and well-being.	'data-informed' added to Systems Improvement. 'inform' added to Instruction.						



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Strand 6: Community Engagement Suggested language: "Engage with parents, guardians/caretakers, and stakeholders to build partnerships with the broader community; collaborate with community partners to expand opportunities for student engagement and participation; and connect families to available resources."		X		X			
Strand 7: Instruction - Add: when ineffective teaching is found, the school leader coaches the teacher to improvement or terminates the teacher.	Covered in Professionalism/ Ethics with 'policy'						X



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Strand 9: Vision Suggested language: Develop, communicate, and implement a clear, student-focused vision aligned to academic goals; engage and motivate stakeholders in that vision; and use strategic planning to guide and evaluate progress toward implementation of the vision, to include improved student outcomes.	Covered in multiple other standards: Vision - 'Student-centere d', Systems Improvement - ' to support each student's academic success', Instructional Leadership - 'student-centere d learning and growth'...						X
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Extra Feedback for adhering to Utah laws and code: Strand 1: Professionalism/Ethics Legal Conflict: "Equity" is often tied to DEI initiatives prohibited under HB 261. Recommended Revision: "...model ethical leadership, integrity, and fairness in providing equal opportunities to all students and staff, utilizing clear communication and a collaborative approach..."	Removed 'equity' which is included in 'fairness'						
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Strand 2: Culture and Climate Legal Conflict: "Inclusivity" and "belonging" are common DEI keywords. Recommended Revision: "...maintain a positive culture that ensures a safe and respectful environment where all students and staff have equal access to educational and professional opportunities and are valued for their individual contributions."	These terms are separated from the DEI terminology and are referenced to other applications as defined in Culture in Climate...'to ensure all students have a sense of belong, are valued and are safe.'						X
Strand 4: Systems Improvement Grammar/Clarity: The term "adaptive leadership" is jargon that lacks a precise legal definition in Utah Code. Recommended Revision: "...sustain coherent systems grounded in evidence-based inquiry, shared accountability, and effective leadership practices to build organizational capacity..."	Kept current language.						X



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Strand 5: Community Engagement Conciseness: The phrase "part of their community" is redundant when preceded by "partner with the greater community." Recommended Revision: "...partner with parents, guardians, and the greater community to connect families with resources that support student success and well-being."	Reference to students becoming part of the community was removed.						
Strand 8: Vision Conciseness: "Transformative" is subjective and lacks measurable criteria. Recommended Revision: "...cultivate a student-centered vision that empowers learners through strategic planning and proven educational practices."	Kept current language.						X



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Standardize Language: Replace "Equity" with "Equal Opportunity" to align with HB 261	Removed 'equity' which is included in 'fairness'						
Remove Jargon: Delete words like "adaptive," "transformative," and "inclusivity" to ensure the standards are "clear and concise" as required for public review.	Kept current language.						X
Grammar Fix: In Strand 1, ensure "Utah Educator Standards" is properly capitalized and linked to the actual Board Rule (R277-515) for legal precision.	Capitalized, added link to R277-217 (there is no R277-515)						
This looks good.							X
I would add something more about managing behaviors. I know it should be covered in culture, etc. But, with the behaviors we are seeing now days, it is VERY important that principals take a firm lead in this.		X					



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These look great. Thank you!							X
I love these standards! I think they give comprehensive expectations of what a school leader should be striving for.							X
I like these standards. They are written to include the important components within each standard. A good overall statement - then additional indicators can be added to support each strand.							X
This looks good 😊							X



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Overall, I feel the standards are thoughtful, student-centered, and reflective of the many responsibilities educational leaders carry today. I especially appreciate the emphasis on culture and climate, community engagement, and systems improvement, as these areas are critical in supporting both student success and educator effectiveness.							X
One suggestion I would offer is to ensure that the standards recognize the unique challenges and strengths of rural schools and small communities. Educational leaders in these settings often serve in multiple roles and rely heavily on strong relationships, flexibility, and community partnerships to meet student needs. Including language that acknowledges diverse school contexts would strengthen the standards and make them more applicable statewide.							X



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I would also encourage the continued focus on supporting and retaining educators through mentorship, collaboration, and meaningful professional growth opportunities. Effective leadership is one of the most important factors in creating positive school environments where both students and staff can thrive.							X
Thank you for the opportunity to provide input and for the work being done to strengthen educational leadership across Utah.							X
I like what I am seeing in each standard.							X
I would change the order and put Instruction, our core mission, as Standard #1.	No one standard is more important than another						X



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The ability to analyze data is critical in multiple standard areas. This includes comprehensive needs assessments, classroom observation data for identifying trends, budget, and financial analysis to ensure plans address needs, retention, behavior, etc. I believe this needs to be added to at least one of the standards.		X		X			
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There is also a significant compliance component to leadership in Utah, with everything from the School Land Trust to behavior. This is often in the professional standards, but it should be integrated into the management component of leadership. Having evaluated principals for many years, this is an area we often see that principals sometimes just want to do what they want to do and struggle with understanding they are a "public" school principal and must follow policies, laws, rules, and code.	Covered under Professionalism						X
Strand 1 could be streamlined in terms of wordiness--or at least add some punctuation (i.e. communication is already mentioned in Strand 3)	Kept current language.						X
Strand 2 is succinct and clear.							X



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Stand 6: some adjustment to the structure of the sentence (the final phrase "interventions to target...could be tweaked so it reads more clearly)	Changed 'to target' to 'for'						
Strand 8: "transformative educational practices" (is this phrase too vague?)	Kept current language.						X
Thanks for the efforts to clarify these standards!							X
How do you measure vision? Principals should share their vision, but measuring it may be difficult.						X	
In Strand 3, you could include coaching, mentoring, and helping teachers grow professionally.	Covered by 'support'	X		X			
To strengthen Strand 6, you could specifically mention "evidence-based instructional practices and strategies" instead of only saying "effective teaching." You could also include using data to guide instructional decisions and support student learning.	Added 'inform'						



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Overall, the standards recognize the many responsibilities of educational leaders and provide a strong foundation for future competencies and evaluation tools.							X
Build professional capacity by developing quality leadership within our teaching staff and intentionally preparing future school leaders. (under effective leadership standards.) just a thought						X	



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While I recognize the value and intent behind each of these standards, and many reflect qualities I personally strive to embody as a school leader, I do have concerns regarding how Standards One and Two would be evaluated in practice. Specifically, these standards appear highly dependent on stakeholder perception, which can be difficult to measure objectively. In school leadership, feedback is often disproportionately received from dissatisfied parents or community members rather than from the broader population. Because of this, evaluations tied closely to perception-based measures may not always provide a balanced or accurate reflection of a leader’s effectiveness. I believe additional clarity around evaluation criteria, evidence sources, and measurable indicators would help ensure these standards			X				
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can be implemented consistently and fairly.							
Systems Improvement - Data isn't mentioned explicitly which seems like an oversight. Systems improvement should be grounded in data at some level. While it would be a part of evidence-based inquiry or continuous school improvement, calling it out would strengthen the standard, I think.	Added 'data-informed'						



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Community Engagement - The wording is off on this one. It reads like the purpose of engaging with parents, guardians/caretakers, and stakeholders is to partner with the greater community. That doesn't seem like it should be the purpose of the engagement. Maybe "engage with the greater community, including parents, guardians/caretakers, and other stakeholders, to ensure every child becomes a part of their community." It feels like that's the purpose - ensuring every child becomes a part of their community. The way it's written, the first and second sentence phrases are somewhat duplicative.	Reference to students becoming part of the community was removed.						
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Vision - I wonder if the vision standard shouldn't also include other educators and the system as a whole instead of just empowering learners (so it would say something like, "cultivate an innovative and student-centered vision that empowers the system"). While the vision should be student centric, the vision really may be more about empowering everyone else in the system to better serve learners thus enabling learners to learn more effectively. It feels like generally, educational leaders are serving learners a little more indirectly so they empower learners by empowering everyone else. That indirect line isn't expressed well in the vision standard.	With intent on direct focus on students, kept current language.						X
Can we remove all the jargon and set high expectations within the school setting.	Kept current language.						X



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I am not sure I understand community engagement. It seems to be supplanting the focus and role of parents.	This standard was re-written						
I don't understand the vision at all. Why would we innovate to create strategic plans that are transformative? I want leaders to know what works and why when it comes to academic outcomes.	Kept current language.						X
Number 4 we don't want evidence based inquiry. Novices don't thrive in an inquiry based program. Most of our students needs explicit instruction and adequate guided practice.	Evidence-based Inquiry in this instance refers to educational systems, not student learning.						X
I like 6							X
2 and 4 should be combined. Clear norms and consistent application of policy and rules builds a strong culture.	Kept current language.						X



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There should also be a focus on continual improvement.	Systems Improvement includes 'continuous data-informed improvement'						
Is it possible to add something about school safety?	Culture and Climate includes 'safe'						
I believe Strand 8: Vision should be moved to the Strand 2 position. After ethics it is most important. Then culture and climate.	Vision moved to Standard 1						



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In June, the Standards and Assessment Committee called for language about Principal support for special education teachers. Specifically, stronger relationships with the school leaders and relief from work load/paper work burden.	Add language in the Introduction about the all-inclusive nature of these standards. Add specific language in Instructional Leadership competencies for support for Special Education staff.	X		X	X Personnel Support		
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Utah State Board of Education Educational Leadership Standards Revision Process

Governing Policies:

53E-3-501. State board to establish miscellaneous minimum standards for public schools.

1(a): The state board shall establish rules and minimum standards for the public schools that are consistent with this public education code, including rules and minimum standards governing the following: (a)(ii) required school administrative and supervisory services

R277-330. Utah Effective Educator Standards.

4: Establishment of Standards

(1) The Board hereby establishes the Utah Effective Educator Standards as the foundation of educator development, which includes:

- (a) alignment of teacher and school administrator programs.
- (b) expectations for licensure; and
- (c) screening, hiring, induction, and mentoring of beginning educators in all license areas.

(2) The Utah Effective Educator Standards:

- (a) ensure implementation of Utah's core standards; and
- (b) serve as the basis for evaluation.

(3) The Superintendent shall:

- (a) base the model educator assessment system described in Subsection R277- 323-8(1) on the Utah Effective Educator Standards; and



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(b) provide resources, including professional learning opportunities, which assist LEAs in integrating the Utah Effective Educator Standards into educator practices.

7: Educational Leadership Standards.

(1) The Educational Leadership Standards described in this Section describe expectations for school administrators, including:

- (a) meeting the Effective Teaching standards.
- (b) having the knowledge and skills to guide and supervise the work of educators.
- (c) leading the school learning community; and (d) managing the school's learning environment to provide effective, high-quality instruction to all Utah students.

(2) In addition to meeting the Effective Teaching Standards, a school administrator shall demonstrate the traits, skills, and work functions designated in the following areas:

- (a) Visionary Leadership -- promoting the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is largely shared and supported by stakeholders.
- (b) Teaching and Learning - promoting the success of every student by advocating, nurturing, and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.
- (c) Management for Learning -- promoting the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- (d) Community Collaboration:
 - (i) promoting the success of every student by collaborating with faculty, staff, parents, and community members.
 - (ii) responding to diverse community interests; and



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- (iii) mobilizing community resources;
- (e) Ethical Leadership -- promoting the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior; and
- (f) Systems Leadership -- promoting the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, and policy contexts affecting education.



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Writing Committee Process and Timeline

Step	Step Description	Timeline	Notes
1. Complete Survey of Stakeholders	A survey was presented to current school and LEA leaders to inquire about the perceived value of the current leadership standards. Respondents indicated a strong need to revise the standards	July, 2025	Administered by Julie Lundell.
2. Complete the Cueing Rubric	The cueing rubric results indicated a need to revise both the leadership standards and the leadership competencies.	August, 2025	Administered by Licensing staff.
3. Board Approval of Standards Revision	A Board agenda included the survey and cueing rubric results, and a proposed revision process	September, 2025	Approved by the Board



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4. Submit a Draft of a Proposed Process for Leadership Standards Revision to Leadership for approval	Proposal includes: - Timeline - Writing Committee Members (by position) - Process	October-November, 2025	First draft of process was reviewed. Changes requested by Leadership were made and this process proposal was approved.
5. Organize the Leadership Standards Writing Committee	Submit a proposed list of writing committee member positions to USBE Leadership for approval.	October-November, 2025	The list of positions was approved by USBE Leadership with the approval of this process proposal.



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6. Using the USBE Leadership approved member list, request names from representative organizations for each writing committee member position	Submit a request for name(s) to the leadership of each representative position: Facilitator, (Quinn Kellis, USBE) Principal, UAESP (Suzanne Williams, Aspen Elementary, Jordan) Principal, UAESP (Ryan McGuire, Nebo) Charter Director (Justin Blasko, Vista School) Superintendent, USSA (Ben Dalton, Kane) Superintendent, USSA (Mika Salas, Carbon) Teacher (Joanna Andres, Park City) Local Board, USBA (Shawna Warnick, Nebo) Local Board, USBA (Jenna Woodbury, Grand) Parent, PTA (Karen Beebe) Parent, PTA (Aimee Warren) Student, USBE Student Advisory ([REDACTED]) Student, USBE Student Advisory (Claira Gunderson) University, UCEL (Marilyn Taft - Weber State) University, UCEL (Andrea Rorrer – University of Utah)	November, 2025	
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7. Extend invitations to each person recommended by the representative organizations.		November, 2025	
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8. Hold 1 st Working Mtg.	Agenda A. Welcome/Introductions B. Purpose, History, Objective: 1. Why Standards? 2. Current Standards 3. National Standards 4. Standards vs. Competencies 5. Theory vs. Practice 6. Vision C. Scope of Work (All-Inclusive Initiative) 1. Leadership Standards Writing Committee Work 2. State Board Standards and Assessment Committee 3. State Full Board Mtg 4. Ancillary Initiatives Development a. Leadership Preparation Curriculum b. Leadership Preparation Practicum c. Leadership Licensure d. Leadership Evaluations e. Leadership Mentor Program f. Training 5. Implementation of Ancillary Initiatives	December 11, 2025	Readings: Board Rule, Leadership Standards Crosswalk
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	E. Closure/Next Steps		
9. Hold 2 nd Working Mtg.	Agenda A. Welcome/Introductions B. Review of Oct. 30 meeting notes C. Forming Leadership Themes 1. One or Two Words 2. Sorting Themes 3. Aligning Themes to Vision D. Closure/Next Steps	January, 2025	Readings: Educator Evaluation Code (Note the criteria for administrators) Portrait of Meaningful Inclusion POMI CALL – Four Domains
10. Hold 3 rd Working Mtg.	Agenda A. Welcome/Introductions B. Review of previous meeting notes. C. Forming Strands 1. Review Themes 2. Draft 5-8 Strands 3. Check Alignment of Strands to Board Goals D. Closure/Next Steps	February, 2026	Readings: USBE Leadership Standards Toolkits



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11. Hold 4 th Working Mtg.	Agenda A. Welcome/Introductions B. Review of last meeting's notes C. Review: Strands D. In sub-groups, draft a standard for each strand E. Whole group reviews draft standards – aligns each to the Board goals, Q&A, Feedback F. Schedule another meeting before the May0000 Board Committee mtg? G. Closure/Next Steps	March 24, 2026	Reading: Inclusive Principal Leadership
12. Hold an Off-line Working Meeting	Agenda A. Review draft standards B. Add comments and suggestions for edits. C. Validate draft standards against the Board Goals. . Refer to current standards for a model for writing style.	March 27 – April 3, 2026	Draft Leadership Standards - Padlet.docx
12. Share a copy of the Draft Leadership Standards Revisions to USBE Leadership.	This step gives the USBE Leadership the opportunity to review the draft standards before the draft is released for public comment.	April, 2026	Draft standards reviewed by Leadership. Minor mechanical edits made.



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13. Post draft standards for public comment.	Collect public. Schedule another committee meeting to review Public Feedback comments.	April, 2026	Public Feedback form posted from April 10, 2026, to May 15, 2026. The link was sent to all stakeholder groups and USBE social media.
14. Committee reviews Public Feedback and makes changes as needed (virtually)	Committee members provided a link to the public feedback and asked to dialogue about changes during the public feedback period.	July, 2026	The committee met on June 30 and July 9 to review over 200 comments from over 100 respondents.
15. Prepare Board Memos	R277-305 (competencies) and R277-330 (standards)	April-July, 2026	Prepared by Policy team for the August, 2026 Law and Licensing Committee



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16. Report on Draft Leadership Standards Revisions to Board Law and Licensing Committee	Representatives from the Leadership Standards Writing Committee will present a summary of the draft standards to the Board Law and Licensing Committee for approval.	August, 2026	
17. Hold Working Mtg. (if needed)	Agenda: A. Welcome/Introductions B. Review guidance and recommendations from the Board Law and Licensing Committee C. Whole Group – Resolve the guidance and recommendations in a new Final Draft of Leadership Standards Revisions. D. Closure/Next Steps	August/ September, 2026	
18. Present revised Draft Leadership Standards Revisions to the Board Law and Licensing Committee or to the whole Board.	Representatives from the Leadership Standards Writing Committee will present a second summary of the draft standards and receive additional guidance and recommendations from the Board Law and Licensing Committee or the whole Board.	September, 2026	



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17. Repeat steps 13-14 until the whole Board approves Leadership Standards Revisions.	The writing committee will continue to meet between Board meetings to resolve Board guidance and recommendations (either from the Board Committee or the whole Board) and present a revised draft to the Board until the whole Board approves a final draft.	September, 2026	
18. Begin Development of Ancillary Initiatives: January 2026	With whole Board approval of the Leadership Standards, initiate next steps: - Competencies - Licensure - Leadership Preparation Courses - Leadership Evaluation - Leadership Induction/Coaching/Mentor Programs - Resources - Training, Toolkits, etc. - Training (Note: Each of these initiatives will have independent timelines/processes, but will be informed by the Board approved Leadership Standards)	August/ September, 2026	Implementation of these initiatives will commence as each is developed.