Utah Meaurement for Educational Leadership
Professional Performance
School Year:

Educational Leader:
Position Title:
Location:
District: SLCSD
Supervisor/Evaluator:
Observer:

Goal #1:

Goal #2:

Goal #3:

	Date
Self-Assessment/Goal Setting	❍
Beginning-of-Year Conference/Goal Setting	❍
Observation	❍
Mid-Year Conference/Goal Status	❍
End-of-Year Conference/Summative Evaluation	❍

Strategies for collecting data:

How might an evaluator gather examples of evidence of these actions and behaviors? Observations, Interviews?
Where and when might evidence of these actions and behaviors be gathered to support a measurement of effective practice? Venues?
What might be examples of evidence that an evaluator would observe or use to determine effectiveness?

Evaluation

Standard 1: Visionary Leader

A) Educational leaders establish high and measurable expectations for all students and educators.
B) Educational leaders facilitate a process of creating a shared vision, mission, and goals.
C) Educational leaders sustain strong organizational commitment to vision, mission and goals aimed at continuous improvement.

Not Effective	Emerging or Minimally Effective	Effective	Highly Effective		Possible Evidence			Evidence Noted
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	

Standard 2: Teaching and Learning

A) Educational Leaders ensure strong professional cultures that support teaching and learning.
B) Educational leaders require all educators to know and use Utah Core Curriculum, and current Utah Effective Teaching Standards.
C) Educational leaders implement appropriate systems of assessment and accountability.

Not Effective	Emerging or Minimally Effective	Effective	Highly Effective		Possible Evidence			Evidence Noted
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	

Standard 3: Management for Learning

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

B) Educational leaders strategically allocate and align human, fiscal, technological, and physical, technological, and physical resources.
C) Educational leaders protect the well-being and safety of students and staff.

Not Effective	Emerging or Minimally Effective	Effective	Highly Effective		Possible Evidence			Evidence Noted
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	

Standard 4: Community Collaboration

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

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

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

Not Effective	Emerging or Minimally Effective	Effective	Highly Effective		Possible Evidence			Evidence Noted
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	

Standard 5: Ethical Leadership

A) Educational leaders demonstrate appropriate, ethical and legal behavior expected by the profession.
B) Educational leaders examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning.
C) Educational Leaders perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.

Not Effective	Emerging or Minimally Effective	Effective	Highly Effective		Possible Evidence			Evidence Noted
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	

Standard 6: System Leadership

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

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

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

Not Effective	Emerging or Minimally Effective	Effective	Highly Effective		Possible Evidence			Evidence Noted
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	
❍	❍	❍	❍		O	D	I	