**Crosswalk of Adopted 2015 PSEL Standards, 2008 ISLLC Standards, 13 Southern Regional Education Board Critical Success Factors, CAEP Standards for Advanced Programs, and the New York State Commissioner’s Regulations: 52.21. 11/15/16**

With Special Thanks to Erika Hunt and the University of Southern Illinois

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| **Standards for Principal Preparation Programs** | | | |  | **NYS Requirements for School Building Leaders** |
| **Professional Standards for Educational Leaders** | **Current NYS Standards:**  **ISLLC Standards 2008** | **13 SREB**  **Critical Success Factors** | **CAEP Standards for Advanced Programs** | **Commissioner’s Regulations**  **52.21** |
| **Standard 1. Mission, Vision, and Core Values**  Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.  Effective leaders:   1. Develop an educational mission for the school to promote the academic success and well-being of each student. 2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. 3. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. 4. Strategically develop, implement, and evaluate actions to achieve the vision for the school. 5. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. 6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. 7. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.   **Standard 10 – School Improvement**  Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.  Effective leaders:   1. Seek to make school more effective for each student, teachers and staff, families, and the community. 2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. 3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement. 4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. 5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. 6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. 7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. 8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. 9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. 10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement. | **ISLLC 1. Develops, articulates, implements, and stewards a vision of learning, shared and supported by all stakeholders**  --Collaboratively develop and implement a shared vision  --Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning  --Create and implement plans to achieve goals  --Promote continuous and sustainable improvement  --Monitor and evaluate progress and revise plans | **CSF 1.** Creates a focused mission and vision to improve student achievement  1a. working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.  1b. working with the administration to develop, define and/or adapt best practices based on current research that supports the school’s vision.  1c. working with the faculty to develop, defines, and/or adapts best practices, based on current research, that support the school’s vision.  1d. assisting with transitional activities for students as they progress to higher levels of placement (e.g., elementary to middle, middle to high school, high school to higher education).  **CSF 8.** Understands the change process and has the leadership and facilitation skills to manage change effectively  8a. working with faculty and staff in professional development activities.  8b. inducting and/or mentoring new teaching staff.  8c. building a “learning community” that includes all stakeholders. | **Standard A.1-** The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.  **Candidate knowledge, Skills, and Professional Dispositions:**  A.1.1 Candidates for advances preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:   * Applications of data literacy; * Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; * Employment of data analysis and evidence to develop supportive school environments; * Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; * Supporting appropriate applications of technology for their field of specialization; and * Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.   **Professional Responsibilities**  A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies. | • Candidates must demonstrate these nine characteristics listed; Know what it takes and means to be a leader, have a vision for schools to share and promote, communicate clearly and effectively, collaborate and cooperate with others, persevere and take long view, support and develop staff, accountability and responsibility for actions, continue learning and honing skills, and to have the courage to take informed risks.  • Programs ensure that candidates complete six clock hours of training in the social patterns of harassment, with a minimum of three hours conducted face-to-face.  • Programs should establish formal relationships with distinguished practitioners and scholars in field for the purpose of program development.  • Programs ensure that candidates complete two clock hours of training in each; school violence prevention/intervention and identifying and reporting suspected child abuse or maltreatment.  • Programs will require candidates to demonstrate the following knowledge and skills: develop an educational vision, build and/or sustain an existing one with the intent to assist students to meet state standards, collaboratively identify goals and objectives for achievement, seek out diverse perspectives and alternative points of view, build understanding through precise questioning, communicate and work effectively with students, staff, parents and community members-providing clear accurate information, creating school goals and performance results. |
| **Standard 3. Equity and Cultural Responsiveness.**  Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.    Effective leaders:   1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context. 2. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning. 3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. 4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner. 5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. 6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. 7. Act with cultural competence and responsiveness in their interactions, decision making, and practice. 8. Address matters of equity and cultural responsiveness in all aspects of leadership.   **Standard 4 – Curriculum, Instruction, and Assessment**  Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.  Effective leaders:   1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. 3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. 4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. 5. Promote the effective use of technology in the service of teaching and learning. 6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. | **ISLLC 2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth**  --Nurture and sustain a culture of collaboration, trust, learning, and high expectations  --Create a comprehensive, rigorous and coherent curricular program  --Create a personalized and motivating learning environment for students  --Supervise instruction  --Develop assessment and accountability systems to monitor student progress  --Develop the instructional and leadership capacity of staff  --Maximize time spent on quality instruction  --Promote the use of the most effective and appropriate technologies to support teaching and learning  --Monitor and evaluate the impact of the instructional program. | **CSF 2.**Sets high expectations for all students to learn higher-level content  2a. developing/overseeing academic recognition programs that acknowledge and celebrate student’s success at all levels of ability.  2b. activities resulting in raising standards and academic achievement for all students and teachers.  2c. authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.  **CSF. 3.** Recognizes and encourages implementation of good instructional practices that motivate and increase student achievement  3a. using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.  3b. working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.  3c. working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.  3d. working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.  3e. working with a school team to monitor implementation of an adopted curriculum.  3f. involvement in the work of literacy and numeracy task forces.  3g. working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.  **CSF 4.** Creates a school where faculty and staff understand that every student counts—  4a. working with staff to identify needs of all students.  4b. collaborating with adults from within the school and community to provide mentors for all students.  4c. engaging in activities designed to increase parental involvement.  4d. engaging in parent/student/school collaborations that develop long-term educational plans for students.  **CSF 5.** Uses data to initiate and continue improvement in school and classroom practices  5a. analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.  5b. facilitating data disaggregation for use by faculty and other stakeholders.  **CSF 9.** Understands concepts of adult learning and provide sustained professional development that benefits students  9a. study groups, problem-solving sessions and/or ongoing meetings to promote student achievement.  9b. scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.  **CSF 13.** Is a life-long learner continuously learning and seeking out colleagues to keep abreast of new research and proven practices  13a. working with faculty to implement research-based instructional practices.  13b. working with professional groups and organizations. | **Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.**  **Partnerships for Clinical Preparation**  A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.  **Clinical Experiences**  A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g.. quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.  Standard A.3 The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.  Admission of Diverse Candidates who Meet Employment Needs  A.3.1 The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrate efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.  Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully  A.3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state’s minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successful and arranges appropriate support and counseling for candidate whose progress fails behind.  The CAEP minimum criteria are a college grade point average for 3.0 or a group average performance on national normed assessments, or substantially equivalent state-normed of EPP administered assessments, or mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021.  EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying difference, trends and patterns that should addressed.  Selectivity during Preparation A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates’ advancement from admissions through completion.  Selection at Completion  A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective us of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics, and professional standards appropriate for the field of specialization. |  | • Institutions will be continuously accredited by either an acceptable professional education accrediting association or the Regents.  • The authority to admit new students shall be suspended, if for three consecutive academic years, fewer than 50% of its students who have satisfactorily completed the program pass each examination for initial or provisional certification.  • Suspended programs may submit an appeal to the commissioner within 30 days of suspension.  • Programs cannot exempt more than 15% of their incoming class from selection criteria.  • Selection criteria; minimum score on GRE or equivalent admission examination, a cumulative GPA average of 3.0 or its equivalent.  •A program shall report to the department the number of students admitted pursuant to such exemption and selection criteria used for such exemptions.  •Programs registered as leading to professional certificate shall lead to a master’s degree or higher.  • Programs shall meet requirements for an initial certificate.  •Address and develop staff capability.  •Build understanding through precise questioning  •Create a safe environment for students, staff and institution.  Leadership Experience in Program:  • Candidates are required to have experience in districts serving students at different developmental levels with a variety of socio-economic backgrounds.  • Candidate’s leadership experience should be carefully selected and planned by program faculty in collaboration with school district leaders.  • All leadership experiences shall be supervised by certified school district leaders and program faculty.  • Candidate shall have culminated in a full-time experience of at least 15 weeks.  • Candidate shall meet all program requirements established by institution in order to be considered a program completer. |
| **Standard 9 – Operations and Management**  Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.  Effective leaders:   1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. 2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs. 3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. 4. Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices. 5. Protect teachers’ and other staff members’ work and learning from disruption. 6. Employ technology to improve the quality and efficiency of operations and management. 7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. 8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success. 9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. 10. Develop and manage productive relationships with the central office and school board. 11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community. 12. Manage governance processes and internal and external politics toward achieving the school’s mission and vision.   **Standard 6 – Professional Capacity of School Personnel**  Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.  Effective leaders:   1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into educationally effective faculty. 2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. 3. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. 4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice. 6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. 7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. 8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff. 9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance. | **ISLLC 3. Manages the school, its operations and resources for a safe, efficient, and effective learning environment**  --Monitor and evaluate the management and operational systems  --Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources  --Promote and protect the welfare and safety of students and staff  --Develop the capacity for distributed leadership  --Ensure teacher and organizational time is focused to support quality instruction and student learning | **CSF 10.** Uses and organizes time in innovative ways to meet the goals of school improvement  10a. scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.  10b. scheduling time to provide struggling students with the opportunity for extra support (e.g., individual tutoring, small-group instruction, extended-block time) so that they may have the opportunity to learn to mastery.  **CSF 11** Acquires and use resources wisely  11a. writing grants or developing partnerships that provide needed resources for school improvement.  11b. developing schedules that maximize student learning in meaningful ways with measurable success. | **Standard A.5 The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completer’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of injury and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact of P-12 student learning and development.**  **Quality and Strategic Evaluation**  A.5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor advanced program candidate progress, advanced completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.  A.5.2 The provider’s quality assurance system relies on relevant, verifiable, representative cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.  Continuous Improvement  A.5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.  A.5.4 Measures of advanced program completer outcomes, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. Outcomes include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.  A.5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence. |  | •Lead comprehensive, long-range planning informed by multiple data sources to identify and purpose solutions to problems: curriculum development, instructional strategies, classroom practices, assessment, student support services, professional development, and facility development. |
| **Standard 5 – Community of Care and Support for Students**  Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.  Effective leaders:   1. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. 2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. 3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. 4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. 5. Cultivate and reinforce student engagement in school and positive student conduct. 6. Infuse the school’s learning environment with the cultures and languages of the school’s community.   **Standard 7 – Professional Community for Teachers and Staff**  Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.  Effective leaders:   1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. 3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. 4. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole. 5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. 6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. 7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. 8. Encourage faculty-initiated improvement of programs and practices. | **ISLLC 4. Collaborates with faculty and community members, responds to diverse community interests and needs, and mobilizes community resources**  --Collect and analyze data and information pertinent to the educational environment  --Promote understanding, appreciation, and use of the community’s diverse, cultural, social, and intellectual resources  --Build and sustain positive relationships with families and caregivers  --Build and sustain productive relationships with community partners | **CSF 6.** Effectively communicates to keep everyone informed and focused on student achievement  6a. analyzing and communicating school progress and school achievement to teachers, parents and staff.  6b. gathering feedback regarding the effectiveness of personal communication skills.  **CSF 12.** Obtains support from central office, community and parent leaders to champion the school improvement agenda  12a. working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.  12b. working with faculty, parents and community to build collaboration and support for the school’s agenda.  **CSF 7.** Partners with parents to create a structure for parent and educator collaborations for increased student achievement  7a. working in meaningful relationships with faculty and parents to develop action plans for student achievement. | **Assessment # 3 –** Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.  **Focus Area: 3.1 –** Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students.  **Standard A.4 The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.**  **Satisfaction of Employers**  A.4.1 The provider demonstrates that employers are satisfied with completers’ preparation and that completers reach employment milestones such as promotion and retention.  **Satisfaction of Completers**  A.4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective. |  | •Communicate and work effectively with students, staff, parents and community.  •Set an ethical example, encouraging mutual respect within institution and community.  • Programs should establish formal relationships with distinguished practitioners and scholars in field for the purpose of program development. |

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| Standard 2 – Ethics and Professional Norms  Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.  Effective leaders:   1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership. 2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 3. Place children at the center of education and accept responsibility for each student’s academic success and well-being. 4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. 5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures. 6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff | **ISLLC 5. Acts with integrity, fairness, and in an ethical manner**  --Ensure a system of accountability for every student’s academic and social success  --Model principals of self-awareness, reflective practice, transparency, and ethical behavior  --Safeguard the values of democracy, equity, and diversity  --Consider and evaluate the potential moral and legal consequences of decision-making  --Promote social justice and ensure that individual student needs inform all aspects of schooling |  | **Assessment # 1 –** Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process (to the extent possible).  **Focus Area: 1.2 –** Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB subgroups and low performing students. **Focus Area: 3.2 –** Review the school’s budget and other school resources with the internship principal. Detail how the resources are typically used; how the resources could be evaluated for adequacy; assessed for effectiveness and efficiency; and gave recommendations for improvement. Address specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students. Present recommendations for improvement to a faculty or faculty group for input in the budget development process. |
| **Standard 8 – Meaningful Engagement of Families and Communities**  Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.  Effective leaders:   1. Are approachable, accessible, and welcoming to families and members of the community. 2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. 3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. 4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. 5. Create means for the school community to partner with families to support student learning in and out of school. 6. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement. 7. Develop and provide the school as a resource for families and the community. 8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. 9. Advocate publicly for the needs and priorities of students, families, and the community. 10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning. | **ISLLC 6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context**  --Advocate for children, families and caregivers  --Act to influence local, district, state, and national decisions affecting student learning  --Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies | **CSF 13.** Is a life-long learner continuously learning and seeking out colleagues to keep abreast of new research and proven practices  13a. working with faculty to implement research-based instructional practices.  13b. working with professional groups and organizations. |  |