

A Matrix of Professional and Accreditation Standards for University Educational Leadership Programs

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Abstract

A historic shift is happening in accountability and accreditation that involve substantial implications for educational leadership programs across the United States. The purpose of this study is to explore the newly approved Policy Standards for Educational Leadership (PSEL), Virginia Department of Education (VDOE) competencies for Administration & Supervision endorsement, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) relevant principles, and the recently approved Council for the Accreditation of Educator Preparation (CAEP) standards for advanced programs, to restructure learning outcomes for Educational Leadership Programs. Through the design of a leadership and learning matrix, each of the four components (PSEL, VDOE, SACSCOC, & CAEP) are aligned and cross-referenced with each course in an Educational Leadership Masters, Specialist, and Doctoral programs in one continuously flowing matrix. The matrix as well as the process in designing the matrix is presented as a model for the educational leadership preparation field.

Keywords: Accreditation, Educational Leadership Preparation, ISLLC, PSEL, VDOE, SACS, TEAC, CAEP

Introduction

How principals and other school leaders are prepared is important. “It is the principal, more than anyone else, who is in a position to ensure that excellent teaching and learning are part of every classroom. Leadership is second only to teaching among school related factors in its impact on student learning” (The Wallace Foundation, 2012, p. 3). According to Fullan (2003), student achievement is the “moral imperative of school leadership” (p. 41), raising the bar and closing the gap in student learning and achievement for all children regardless of background. “Successful school leadership can play a key role in supporting teaching and learning; with effective preparation, principals can positively affect student achievement” (Gates, Hamilton, Martorell, Burkhauser, Heaton, Pierson, Baird, Vuollo, Li, Lavery, & Harvey, 2014).

Most principals receive their training through a university educational leadership preparation program, but “far too many people completing state-approved principal preparation programs are not ready to assume assistant principal or principal positions” (UCEA and New Leaders, 2016, p. 1). “The problem is not a lack of certified principals but rather a lack of qualified principals” (Southern Region Education Board, 2003, p. 1). There is much criticism of educational leadership preparation programs across the nation. Levine’s 2005 study, *Educating School Leaders*, as cited in Selig, Grooms, Arroyo, Kelly, Koonce & Clark (2016), states “administrators often report that the tools received to meet the challenges of school leadership were not provided in their principal preparation training” (p. 1). Data from the federal Integrated Postsecondary Education Data System (IPEDS) as cited in The Wallace Report (2016) found, “there is a concern that many of the over 700 university-based educational leadership programs in the United States may be falling short in principal preparation for the job” (p. 5).

“The traditional complacency in the educational leadership professoriate cannot continue if university preparation programs are to meet the needs of the next generation of school leaders” (McCarthy, 2014).

To provide insight into the concerns expressed, the University Council for Educational Administrators and New Leaders (2016) notes that “there is a fundamental problematic aspect of much of the criticism’ because “they generally lump all educational leadership preparation programs together (p. 7). In one broad-brush stroke, it appears these “one-size-fits-all critiques” (p. 7) ignore successful programs that align their curriculum and instruction with national standards and research practices for “quality, coherence, and relevance” (p. 7). Many programs across the nation are regarded by the field as high-quality and are “assessed on the evidence they produce to meet the national standards for preparing school leaders” through accreditation from the Council for the Accreditation of Educator Preparation (CAEP) (Koonce, 2017, p. 159). University preparation programs must logically compete in the market by providing increased evidence of value-added outcomes such as administrator quality and effectiveness as evaluated through state program approval as well as regional and national accreditation.

Purpose and the Leadership and Learning Matrix (L&LM)

This research document will review the program logic for the Regent University Educational Leadership and K-12 School Leadership Programs through the design of a leadership & learning matrix (L&LM) that charts the Professional Standards for Educational Leaders (PSEL); Virginia Department of Education’s (VDOE) competencies for the Administration and Supervision endorsement; relevant principles from the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC); the Council for the Accreditation of Educator Preparation (CAEP) Advanced Standards for Educational Leadership Programs that include Teacher Education Accreditation Council (TEAC) formatting; and align each in the L&LM with the required courses in the Regent University School of Education’s master’s program in educational leadership and the specialist and doctoral programs in K-12 School Leadership. All programs are indicated as the Educational Leadership Program for the remainder of this document. The research for this project was conducted under a Regent University faculty research grant.

The design of the L&LM provides rows with all PSEL elements listed first aligned with columns to connect the various competencies, standards, and principles found in the agencies the Educational Leadership program is accountable to. In the middle of the matrix are all required courses in the program. The completed matrix provides a researched/practical crosswalk of all components, as well as, providing a visual linking each element to the program mission: “Regent University Education Leadership programs, affirming the School of Education mission, prepare developing school leaders competencies, attributes, and performance that will improve pre-K-12 student’s achievement” (Koonce, Hanes, Sawyer, Hill & Brown, 2016, p. 6). The Educational Leadership Program Leadership & Learning Matrix is provided in the Appendix.

Policy Standards for Educational Leaders (PSEL)

The first component of the L&LM is derived from the Council for Chief State School Officers (CCSSO) who developed the Interstate School Leaders Licensure Consortium (ISLLC) standards in 1996 from the available school empirical research on school leadership and best practices at the time. As changes and continuing research into school leadership grew, the ISLLC standards were revised under the same six standards in 2008. As the myriad of challenges, empirical research, and best practices continued to emerge, the National Policy Board for Educational Administration (NBPEA), a consortium of professional organizations committed to advancing school leadership, assumed leadership in 2015 updating and renaming the ISLLC standards to the Professional Standards for Educational Leaders (PSEL). Incorporating the original six ISLLC standards, the 2015 PSEL takes a “holistic view of leadership promoting the learning, achievement, development, and well-being of each student” under ten interdependent domains (National Policy Board for Educational Administration, 2015, p. 3). The ten standards listed below are cited from what effective leaders do to provide each student’s academic success and well-being.

1. Mission, Vision, and Core Values: advocate, and enact a shared mission, vision, and core values of high-quality education.
2. Ethics and Professional Norms: act ethically and according to professional norms.
3. Equity and Cultural Responsiveness: strive for equity of educational opportunity and culturally responsive practices.
4. Curriculum, Instruction, and Assessment: develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment.

5. Community of Care and Support for Students: cultivate an inclusive, caring, and supportive school community.
6. Professional Capacity of School Personnel: develop the professional capacity and practice of school personnel.
7. Professional Community for Teachers and Staff: foster a professional community of teachers and other professional staff.
8. Meaningful Engagement of Families and Community: engage families and the community in meaningful, reciprocal, and mutually beneficial ways.
9. Operations and Management: manage school operations and resources.
10. School Improvement: act as agents of continuous improvement. (p. 27)

The PSEL are found in the first column of the L&LM as they form the foundation for program learning outcomes as well as the criterion for all assessments and reporting of program outcomes. The second column in the L&LM lists the side-by-side comparison of the Interstate School Leaders Licensure Consortium (ISLLC) standards to “cross-walk” with the PSEL (CCSSO, 2016, p. 1). Standards alignment experts from the Center on Great Teachers and Leaders (the GTL center) developed the detailed standard-to-standard comparison (CCSSO, 2016).

Virginia Department of Education (VDOE) Administration and Supervision Competencies

The Virginia Department of Education (VDOE) requires university educational leadership programs seeking state approval to meet the requirements as outlined in *Chapter 542 Regulations Governing the Review and Approval of Education Programs in Virginia* (Virginia Law: Administrative Code, 2017, p. 1). Under this code, 8VAC20-542-530, Administration and Supervision PreK-12 endorsement requires Educational Leadership Programs to “ensure candidates demonstrate specific competencies in their coursework” (p. 1). These competencies are summarized below.

1. The program in administration and supervision preK-12 shall insure the candidate has demonstrated the following competencies.

a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including: (1) student motivation, growth, and development; (2) a school improvement plan that results in increased student learning; (3) standards-based curriculum aligned with instruction and assessment; (4) variety of assessment techniques; (5) differentiated and effective instruction in response to cultural, ethnic, and linguistic diversity; (6) integration of technology; (7) effective problem-solving techniques; and (8) a clear vision of excellence that promotes continuous improvement.

b. Knowledge understanding, and application of systems and organizations, including: (1) systems theory and the change process; (2) developing and implementing strategic plans; (3) data collection and data analysis strategies; (4) using data as a part of ongoing program evaluation; (5) a change management strategy for improved student outcomes; (6) personalized learning environments for diverse schools; and (7) effective communication skills.

c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including: (1) alignment of curriculum, instruction and assessment; (2) learning climate that is safe, secure, and respectful of a diverse school community; (3) management decisions that ensure successful teaching and learning; (4) fiscal operations of school management; (5) school facilities and use of space and time; (6) legal issues impacting school operations and management; (7) technologies that support management functions; and (8) data-driven decision making to initiate and continue improvement.

d. Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including: (1) issues and trends within school/community relations; (2) working collaboratively with staff, families, and community members; (3) appropriate public relations; (4) effective two-way communication, consensus building and negotiation skills; and (5) technology to support communication efforts.

e. Knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including: (1) philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity; (2) high quality, content rich, job-embedded professional learning; (3) theories of leadership and their application to decision-making; (4) professional, moral, and ethical standards as well as personal integrity; and (5) continuous professional learning and working collegially and collaboratively with all members of the school.

f. Knowledge understanding and application of basic leadership theories and influences that impact schools including: (1) systems theory, change theory, learning organizations and current leadership theory; (2) organizational theory, motivational theory, political and social systems theory; (3) internal and external forces and influences; (4) processes of educational policy development at the state, local, and school level; and (5) influence of educational policy development at the state, local, and school level.

g. Embedded learning strategies for improved student learning totaling at least 120 clock hours including: (1) experiential activities that complement, implement, and parallel the university curriculum; and (2) activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

2. Complete a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school. (Sections 1 & 2)

The VDOE competencies for the Administration and Supervision endorsement are linked to each course in the program as the key learning outcomes. All competencies are required in the program of studies and are found, by competency number and letter (i.e., 1a), in the second column of the L&LM and are aligned with the PSEL and ISLLC standards crosswalk.

Southern Association of Schools and Colleges Commission on Colleges Selected Principles of Accreditation

Accreditation by the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) (2012) “signifies that the institution has a mission appropriate for higher education, including resources, programs, services, and educational objectives to sufficiently accomplish and sustain” that mission (p. 1). In a review of the *The Principles of Accreditation*:

Foundations for Quality Enhancement (SACSCOC, 2016), the following four principles (2.72, 3.3.1.1, 3.6.2, 4.1, & 4.2) were aligned with Educational Leadership program course outcomes for Section 5 of the L&LM. The principles are indicated below.

Core Requirements are basic, broad-based, foundational requirements that an institution must meet to be accredited with the Commission on Colleges. Core Requirement 2.72 states the institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education (program content). (p. 17 & 19)

The Comprehensive Standards set forth requirements in four areas including programs. Comprehensive Standards 3.3.1.1 states the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes. (p. 25 & 27)

Comprehensive Standard 3.6.2 states the institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences (graduate curriculum). (p. 30)

Federal Regulations includes mandates that the Commission review an institution and document compliance in 4.1 & 4.2.

4.1 states the institution evaluates success with respect to student achievement consistent with its mission. Criteria include course completion, state licensing examinations, or other means of demonstrating achievement of goals (student achievement),

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded (program curriculum). (p. 39)

SACSCOC accreditation is a very comprehensive process since the entire institution is accredited and not individual programs. In the L&LM, it was desired that a link be made with all accreditors and program approvers to include the SACSCOC.

In the SACSCOC *Program Learning Outcome Assessment Design* report from Regent University (2016) for the Educational Leadership Program, three elements of assessment are utilized: Course Power Objectives (CPOs), the School Leaders Licensure Assessment (SLLA), and the Principal Internship Mentor's Assessment (PIMA). The term course power objective (CPO) was "coined" from the work of educators Larry Ainsworth in his book, *Power Standards: Identifying the Standards that Matter the Most* (2003) and Douglas Reeves who wrote the forward to the book. Reeves (2006) went on to research and write more about the importance and practical application of power standards in his book, *The Learning Leader: How to Focus School Improvement for Better Results*.

Course Power Objectives (CPO)

The CPO refers to a subset of course objectives that the faculty have determined to be the highest priority or most important for students to learn. On a practical level, it is often impossible for professors to cover every academic standard in the course of a semester, given the depth and breadth of course topics. CPOs, therefore, are the prioritized academic expectations that the educational leadership program faculty determine to be the most critical and essential for students to learn. It is important to note that power objectives do not preclude the teaching of other competencies—they merely determine the highest-priority material (The Glossary of Education Reform, 2013).

The following courses are representative of the entire program, and included in the data gathering for course power objectives in the Educational Leadership Program for SACSCOC. CPOs follow the course title (Regent University, 2016).

- EADM 511 Leadership, Organization & Administration. CPO: students will be able to apply principles of school leadership, organization, and administration in writing a professional philosophy of educational leadership.
- ECUR 540 Instructional Leadership & Student Academic Achievement. CPO: students will be able to apply principles of instructional leadership in assessing their school's test score data and design a plan for improved student academic achievement.
- EADM 513 School Finance/Management of School Resources. CPO: students will be able to create a strategic plan which focuses on creative ways to obtain, allocate and conserve resources required to reduce a school building budget while meeting equity and value standards toward the overall outcome of increased student learning/achievement.
- EADM 540 School Community Relations. CPO: students will be able to analyze different cultures within an educational setting and develop a written plan of action to address identified problems/issues.
- EADM 536 Personnel Management/Development. CPO: students will be able to identify in a written report eight human resources areas that support effective school leadership, professional development, and student achievement.
- EADM 538 School Law. CPO: students will be able to engage preventative legal practices by developing a PowerPoint presentation that ensure the school community works within the framework of policies, laws, and regulations in student/and or teacher issues. (p. 1-4)

The PSEL/ISLLC crosswalk for each course CPO are: (1) EADM 511, a vision of learning that is shared and supported by the school community; (2) ECUR 540, advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; (3) EADM 513, ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment; (4) EADM 540, collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; (5) EADM 536, acting with integrity, fairness, and in an ethical manner; and (6) EADM 538, understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

School Leaders Licensure Assessment (SLLA)

The SLLA is derived from the Interstate School Leaders Licensure Consortium (ISLLC) Standards. It is designed to measure whether entry-level principals and other school leaders have the relevant knowledge believed necessary for competent professional practice (Education Testing Service, 2013). Since the SLLA is constructed using the national standards for preparing school leaders, all courses in the Educational Leadership Program are aligned to the PSEL/ISLLC standards.

Principal Internship Mentor's Assessment (PIMA)

The PIMA is an Educational Leadership Program designed rating form that is completed by the student's mentoring principal upon completion of the VDOE required 320 hours principal internship on the respective interns' quality of performance in a practicum setting. There are four items per PSEL/ISLLC standard, each item being rated on a 4 point scale (0.0 to 4.0) that summarizes all of the indicators that define the Standards and serve to articulate the role of the school leader. The Educational Leadership Program incorporates the "crosswalk from the ISLLC standards to the PSEL" (2016, p. 1) as a means to verify course outcome alignment, as well as, to prepare students to successfully be evaluated on the SLLA and PIMA. Both the SLLA and PIMA are rated by third party assessors (outside university faculty). The SLLA is scored by ETS and the PIMA by a mentoring principal in the field. CPOs are evaluated by program faculty.

It is expected that 80% of the students will earn a grade of "B" (3.0) or better on CPOs and score a 3.0 or better on both the SLLA and PIMA. Data has been collected and analyzed each year since 2003 on CPOs, SLLA, and PIMA. The percentile level for each assessment has met or exceeded 80% each year (Koonce, et. al, 2016). These results are evaluated for accreditation requirements and for program improvement on an annual basis. The Educational Leadership Program earned initial CAEP accreditation and Virginia program approval in 2009. In 2016, the Educational Leadership Program earned continuing accreditation using, among numerous other sources of evidence, CPOs, SLLA, and PIMA. Results and conclusions are used for continuous program improvement.

SACSCOC 2.72, 3.3.1.1, 3.6.2, 4.1 and 4.2 elements are found in the fourth column of the L&LM directly after the Educational Leadership Program courses. They link directly with learning outcomes in all program courses.

Educational Leadership Program Courses

Between the VDOE Administration and Supervision competencies and the SACSCOC selected principles of Accreditation, are the required courses for each of the Educational Leadership Programs in the School of Education at Regent University from the university catalog. Courses are listed from the Master's Educational Leadership Program and the K-12 School Leadership Postmaster's Program (specialist and doctorate).

Council for the Accreditation of Educator Preparation (CAEP)

The CAEP Standards for Advanced Programs (2015), in this case educational leadership, support educator preparation programs at the graduate or post-graduate levels leading to administration & supervision endorsement. The CAEP Standards for Advanced Programs include principles of rigor, evidence, and outcomes. Their components flow from two principles: "(1) solid evidence that the provider's graduates are competent and caring educators and (2) there must be solid evidence that the provider has the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer" (Section 1). These standards, listed below, define quality in terms of organizational performance and serve as the basis for accreditation reviews and judgments. While the CAEP Standards for Advanced Preparation Programs parallel the CAEP Standards for Initial Programs, there are distinct differences in the evidence required.

- Standard 1 focuses on candidate outcomes specific to advanced-level study.
- Standard 2 allows for flexibility specific to clinical experiences that encompass the uniqueness and diversity found at the advanced level.
- Standard 3 emphasizes the admission of qualified candidates who have demonstrated the proficiency for advanced-level study.
- Standard 4 focuses on completer and employer satisfaction.
- Standard 5 requests evidence on a quality assurance system specific to continuous improvement. (Section 1)

CAEP Standards 1 & 2 are student outcome focused and are, therefore, found in the next to last column of the L&LM as they include all program outcomes in the attainment of national accreditation and state program approval.

TEAC Quality Principle 1 (QP1) provides the current required format for presenting evidence of candidate learning for CAEP accreditation. QP1 addresses the evidence the program “faculty members provide in support of their claims about student learning and understanding of the professional education curriculum” (TEAC, 2012, p. 28). The following TEAC principles address an accurate and balanced understanding of the academic disciplines that are connected to the program.

1.1 Subject matter knowledge: the program candidates must understand the subject matter they will teach.

1.2 Pedagogical knowledge: the program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.

1.3 Caring and effective teaching skill: the program candidates must be able to lead effectively in a caring way and to act as knowledgeable professionals.

1.4 Cross-cutting themes: in meeting each of TEAC components 1.1–1.3, the program must provide evidence that its candidates have addressed the following two cross-cutting liberal education themes:

1.4.1 Multicultural perspectives and accuracy: Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.

1.4.2 Technology: Candidates must be able to use appropriate technology in carrying out their professional responsibilities. (p. 28-30)

TEAC QP1 principles are found in the last column of the L&LM directly after the CAEP Standards for Advanced Programs as they provide the structure and format for national accreditation and state program approval through CAEP.

Conclusion

The new standards for CAEP/TEAC in conjunction with new PSEL, SACSCOC principles, as well as the VDOE competencies, give preparing principals and other educational leaders the rigorous and relevant preparation and pre-job experience that the profession demands. They are the benchmarks upon which the Regent University Educational Leadership Program is built upon and continue to be used by the faculty to structure learning outcomes and to work towards continuous program improvement. All Educational Leadership Program faculty have collaborated in the approval and use of the various elements of the L&LM. As indicated earlier, the Educational Leadership Program was successful in initial national accreditation and continuing state program approval in 2009 with no stipulations and two weaknesses that were corrected immediately. Continuing national accreditation and state program approval was awarded in 2016 with no stipulations and no weaknesses for a period of seven years, 2023.

In summary, for educational leadership programs that have already engaged in or have already designed a leadership and learning matrix, or those considering a similar endeavor, both encouragement and a caveat are offered. The process, though ultimately beneficial, will likely be very frustrating at times and very difficult because much time is required for a successful outcome. Engaging the entire faculty and staff is demanding. But for those who make the commitment to persevere in the process, the potential end product will be well worth the time, energy, and effort expended. It will also provide a greater level of accountability for all stakeholders and a means to provide continuous program improvement. A well-researched and practical based L&LM will be a value-added dimension for the educational leadership profession.

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APPENDIX

REGENT UNIVERSITY SCHOOL OF EDUCATION EDUCATIONAL LEADERSHIP PROGRAM
LEADERSHIP & LEARNING MATRIX

National Policy Board for Educational Administration Professional Standards for Educational Leaders (PSEL) 10 Standards are noted below in great area, followed by salient elements http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf	Interstate School Leaders Licensure (ISLLC) Crosswalk to PSEL 1.Vision 2.Instructions 3.Resource 4.Community 5.Ethics 6.Politics, etc.	Virginia Department of Education Competencies for Administration & Supervision pre-k-12 Endorsement Competencies 1.a.(1) through 2 http://law.lis.virginia.gov/admincode/titled8/agency20/chapter542/	Regent University Masters, Specialist & Doctoral Courses from the Catalog M.Ed. = Master's Ed.S.= Specialist Ed.D./Ph.D. = Doctorate http://www.regent.edu/programs/academic-resources/course-catalog/			Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Foundations for Quality Enhancement 2.7.2 Program Content 3.3.1.1 Learning Outcomes 3.6.2 Graduate Curricula 4.1 Student Achievement 4.2 Graduate Degrees http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf				Council for the Accreditation of Educator Preparation (CAEP) 1. Graduate Outcomes 2. Clinical Experiences http://caepnet.org/standards-advanced-programs		Teacher Education Accreditation Council (TEAC) TEAC's accreditation goal, principles, and standards for Educational Leadership Programs Quality Components Professional Knowledge (PK) Strategic Decision Making Caring Leadership Skills (CLS) http://www.teac.org/wp-content/uploads/2009/03/QP-ed-leadership.pdf					
	<u>ISLLC</u> PSEL There are elements under each of the ten standards	<u>VDOE Competencies</u>	<u>M.Ed. Educational Leadership</u>	<u>Ed.S. K-12 School Leadership</u>	<u>Ed.D./Ph.D. K-12 School Leadership</u>	Core Federal Standards Requirements Comprehensive Requirements Standards for Advanced Programs				Standards for Advanced Programs		TEAC QP I					
Standards		Competency Codes	Courses	Courses	Courses	2.7.2	3.3.1.1 & 3.6.2	4.1 & 4.2	1	2	PK 1	SD 1	CL 1	MT 1	1	4	3
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:																	
a) Develop an educational mission for the school to promote the academic success and well-being of each student	1	1.a.(8)	EA DM 511	EA DM 703	EA DM 703	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b) In collaboration with members of the school and the community and using relevant data, develop and promote a	1	1.a.(8)	EA DM 511	EA DM 703	EA DM 703	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success																			
c) 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	1	1.a.(8)	EA DM 511	EA DM 703	EA DM 703	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐			
d) Strategically develop, implement, and evaluate actions to achieve the vision for the school	1	1.b.(2)	EA DM 511	EA DM 720	EA DM 720	☐	☐	☐	☐	☐	☐		☐	☐					
e) 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	1	1.b.(2)	EA DM 511	EA DM 720	EA DM 720	☐	☐	☐	☐	☐	☐		☐	☐	☐				
f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community	1	1.b.(2)	EA DM 511	EA DM 720	EA DM 720	☐	☐	☐	☐	☐	☐		☐	☐			☐		
g) Model and pursue the school's mission, vision, and core values in all aspects of leadership	1	1.a.(8)	EA DM 511	EA DM 703	EAD M 703	☐	☐	☐	☐	☐	☐		☐	☐					
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:																			
a) Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.	5	1.c.(6)	EA DM 538	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐		☐			☐			
b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	5	1.e.(1)	EA DM 538	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐		☐	☐	☐				
c) Place children at the center of education and accept responsibility for	5	1.e.(1)	EA DM 538	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐		☐		☐				

each student's academic success and well-being.																	
d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity	5	1.e.(1)	EA DM 538	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐		☐	☐	☐		
e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures	5	1.e.(1)	EA DM 538	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐		☐	☐	☐		
f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff	5	1.e.(1)	EA DM 538	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐		☐	☐			
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:																	
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context	5	1.b.(6)	EA DM 536	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐		☐	☐	☐		
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning	6	1.a.(5)	EF ND 503	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐		☐	☐	☐		
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success	5	1.a.(5)	EA DM 536	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐		☐	☐	☐		
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner	5	1.b.(6)	EA DM 536	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐		☐	☐	☐		
e) 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	1.b.(6)	EA DM 536	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐		☐	☐	☐		
f) Promote the preparation of students	6	1.b.(6)	EF ND	EA DM	EAD M	☐	☐	☐	☐	☐	☐		☐	☐	☐		

to live productively in and contribute to the diverse cultural contexts of a global society			503	704	704														
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice	6	1.a.(5)	EA DM 536	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐			☐			☐		
h) Address matters of equity and cultural responsiveness in all aspects of leadership	6	1.b.(6)	EA DM 536	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐			☐			☐		
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:																			
a) 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	1.a.(3)	EC UR 540	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐			☐	☐				
b) 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	2	1.a.(1)	EC UR 540	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐			☐	☐	☐			
c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student	2	1.a.(1)	EC UR 540	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐			☐		☐			
d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized	2	1.c.(1)	EA DM 524	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐			☐		☐			
e) Promote the effective use of technology in the service of teaching and learning	2	1.a.(6)	EA DM 532	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐			☐					☐
f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of	2	1.a.(4)	EC UR 540	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐			☐	☐	☐			

measurement																			
g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction	2	1.a(4)	EC UR 540	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐			☐	☐				
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:																			
a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student	3	1.b(5)	EA DM 513	EA DM 704	EAD M 704	☐	☐	☐	☐	☐	☐			☐	☐				
b) 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	1.d.(2)	EF ND 503	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐			☐	☐	☐			
c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student	2	1.d.(2)	EA DM 513	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐			☐	☐	☐			
d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development	2	1.d.(2)	EA DM 513	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐			☐	☐	☐			
e) Cultivate and reinforce student engagement in school and positive student conduct	3	1.d.(2)	EA DM 513	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐			☐	☐	☐			
f)) Infuse the school's learning environment with the cultures and languages of the school's community	2	1.d.(2)	EA DM 513	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐			☐	☐	☐			
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:																			
a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty	3	1.c.(3)	EA DM 536	EA DM 810	EAD M 810	☐	☐	☐	☐	☐	☐			☐	☐	☐			

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel	3	1.c.(3)	EA DM 536	EA DM 810	EAD M 810	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c) 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	2	1.b.(1)	EA DM 536	EA DM 703	EAD M 703	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student	2	1.e.(2)	EF ND 524	EA DM 810	EAD M 810	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e) 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	2	1.c.(3)	EF ND 524	EA DM 810	EAD M 810	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement	2	1.d.(5)	EF ND 524	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community	3	1.a.(7)	EA DM 536	EF ND 705 A & B	EF ND 705 A & B	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff	3	1.c.(3)	EA DM 536	EA DM 810	EAD M 810	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance	3	1.c.(3)	EA DM 536	EA DM 810	EAD M 810	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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:																
a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning	2	1.d.(4)	EA DM 536	EA D M 721	EA DM 721	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐
b) 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	2	1.d.(4)	EA DM 536	EA D M 721	EA DM 721	☐	☐	☐	☐	☐	☐		☐	☐	☐	
c) 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	2	1.f.(4)	EA DM 536	EA D M 706	EA DM 706	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐
d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole	2	1.f.(4)	EA DM 524	EA D M 706	EA DM 706	☐	☐	☐	☐	☐	☐		☐	☐		
e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice	2	1.f.(2)	EA DM 536	EA D M 703	EA DM 703	☐	☐	☐	☐	☐	☐		☐		☐	
f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff	2	1.b.(7)	EA DM 536	EA D M 721	EA DM 721	☐	☐	☐	☐	☐	☐		☐	☐		
g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning	2	1.b.(7)	EA DM 536	EA D M 721	EA DM 721	☐	☐	☐	☐	☐	☐		☐		☐	

h) Encourage faculty-initiated improvement of programs and practices	2	1.b.(7)	EA DM 524	EA D M 721	EA DM 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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																		
a) Are approachable, accessible, and welcoming to families and members of the community	4	1.d.(3)	EA DM 540	EA D M 721	EA DM 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students	4	1.d.(3)	EA DM 540	EA D M 721	EA DM 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments	4	1.d.(3)	EA DM 540	EA D M 721	EA DM 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school	4	1.d.(3)	EA DM 540	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e) Create means for the school community to partner with families to support student learning in and out of school	4	1.d.(3)	EA DM 540	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement	6	1.d.(3)	EA DM 540	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g) Develop and provide the school as a resource for families and the community	4	1.d.(3)	EA DM 540	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community	6	1.d.(3)	EA DM 540	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
i) Advocate publicly for the needs and priorities of students, families, and the community	6	1.f.(5)	EA DM 540	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
j) Build and sustain productive partnerships with public and private sectors to promote	6	1.f.(5)	EA DM 540	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

school improvement and student learning																			
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:																			
a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school	3	1.c.(5)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐			☐	☐				
b) 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	1.e.(5)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐			☐	☐	☐			
c) 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	3	1.c.(4)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐			☐	☐				
d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices	3	1.c.(4)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐			☐	☐				
e) Protect teachers' and other staff members' work and learning from disruption	3	1.c.(2)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐			☐	☐	☐			
f) Employ technology to improve the quality and efficiency of operations and management	3	1.c.(7)	EA DM 532	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐			☐					☐
g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement	3	1.c.(3)	EA DM 513	EA DM 810	EAD M 810	☐	☐	☐	☐	☐	☐			☐	☐				☐
h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success	3	1.c.(6)	EA DM 513	EA DM 706	EAD M 706	☐	☐	☐	☐	☐	☐			☐	☐				
i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and	3	1.e.(5)	EA DM 513	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐			☐	☐	☐			

instructional articulation																			
j) Develop and manage productive relationships with the central office and school board	3	1.c.(2)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐		☐	☐	☐				
k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community	3	1.c.(2)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐			
l) Manage governance processes and internal and external politics toward achieving the school's mission and vision	3	1.c.(2)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐		☐	☐					
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:																			
a) Seek to make school more effective for each student, teachers and staff, families, and the community	1	1.a.(2)	EA DM 513	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐		☐	☐					
b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school	1	1.c.(8)	EA DM 513	EA DM 720	EAD M 720	☐	☐	☐	☐	☐	☐		☐	☐					
c) 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	1	1.a.(2)	EA DM 513	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐			
d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement	1	1.a.(2)	EA DM 513	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐		☐		☐				
e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation	1	1.d.(4)	EA DM 513	EA DM 721	EAD M 721	☐	☐	☐	☐	☐	☐		☐		☐				
f) Assess and develop the capacity of staff to assess the value and applicability of emerging	1	1.a.(2)	EA DM 513	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐		☐		☐				☐

educational trends and the findings of research for the school and its improvement																		
g) 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	1	1.b.(3)	EA DM 513	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐		☐	☐	☐			
h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services	1	1.b.(4)	EA DM 513	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐		☐	☐	☐			
i) 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	1	1.b.(4)	EA DM 513	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐		☐	☐	☐			
j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement	1	1.a.(2)	EA DM 513	EF ND 715	EFN D 715	☐	☐	☐	☐	☐	☐		☐	☐	☐			
Standards 1-10																		
Standards 1-10	1-6	1.g.(1) 1.g.(2) 2	EA DM 595 A EA DM 595 B EA DM 595 C	EA DM 799 A EA DM 799 B EA DM 800	EAD M 799 A EAD M 799 B EAD M 800	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	☐	☐
Standards 1-10	1-6	1 + 2	EA DM 596			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐	☐