

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM STANDARDS FOR  
SCHOOL LEADERS: A PILOT STUDY

Richard A. Neilson

A Thesis Submitted to the  
University of North Carolina at Wilmington in Partial Fulfillment  
Of the Requirements for the Degree of  
Master of School Administration

Department of Specialty Studies  
University of North Carolina at Wilmington

2006

Approved by

Advisory Committee

Dr. Martin Kozloff

Dr. Kathleen Roney

Dr. Catherine Nesbit  
Chair

Accepted by

Dr. Robert Roer  
Dean, Graduate School

## TABLE OF CONTENTS

|  |      |
|--|------|
| ABSTRACT .....   | v    |
| ACKNOWLEDGEMENTS .....   | vi   |
| LIST OF TABLES.....  | vii  |
| LIST OF FIGURES.....   | viii |
| CHAPTER 1: THE PROBLEM .....   | 1    |
| Introduction.....  | 1    |
| Purpose of the Pilot Study .....   | 2    |
| Essential Question.....  | 2    |
| Substantive Assumption .....   | 2    |
| Delineation of the Research Problem .....                                    | 3    |
| Statement of Hypotheses .....  | 3    |
| Importance of the Pilot Study .....  | 4    |
| CHAPTER 2: LITERARY REVIEW.....  | 5    |
| CHAPTER 3: METHODOLOGY .....   | 9    |
| Overview .....   | 9    |
| Role of the Researcher.....  | 11   |
| Selection of Schools .....   | 11   |
| Instrumentation.....   | 12   |
| Surveys.....   | 13   |
| Shadow Data Collection Worksheet .....                                       | 13   |
| ISLLC Standards Identification Template for<br>School Improvement Plans..... | 14   |

|   |    |
|---|----|
| Academic Performance Data.....          | 14 |
| CHAPTER 4: FINDINGS.....                | 17 |
| Instruments.....                        | 17 |
| ISLLC Standards .....                   | 19 |
| Standard 1 .....                        | 19 |
| Standard 2 .....                        | 25 |
| Standard 3 .....                        | 31 |
| Standard 4 .....                        | 37 |
| Standard 5 .....                        | 41 |
| Standard 6 .....                        | 47 |
| Standardized Testing.....               | 51 |
| Reading .....                           | 53 |
| Math.....                               | 53 |
| Adequate Yearly Progress .....          | 55 |
| Participating School Profiles.....      | 55 |
| CHAPTER 5: ANALYSIS.....                | 57 |
| Research Model .....                    | 57 |
| Selection of Participating Schools..... | 57 |
| Observation of Administrators.....      | 59 |
| Surveys.....                            | 59 |
| School Improvement Plans.....           | 62 |
| Instruments.....                        | 64 |
| ISLLC Standards Analyses.....           | 66 |

|   |    |
|---|----|
| Variables .....   | 70 |
| Limitations .....   | 70 |
| Conclusion.....   | 70 |
| REFERENCES.....   | 72 |
| APPENDIXES .....  | 74 |
| Appendix A: Principal Survey .....  | 74 |
| Appendix B: Teacher Survey .....  | 80 |
| Appendix C: Shadow Data Collection Worksheet.....                                       | 86 |
| Appendix D: ISLLC Standards Identification Template for<br>School Improvement Plan..... | 87 |

## ABSTRACT

In 1996, the Interstate School Leaders Licensure Consortium (ISLLC) developed their Standards for School Leaders for what they describe as those topics that formed the heart and soul of effective leadership. Seventeen states and the District of Columbia now require a licensure exam for all new administrators based on these standards of leadership.

The purpose of this pilot study was to establish the feasibility and usefulness of the research model and data collection instruments for a future larger study to test the prevailing assumption that school administrators who adhere to the ISLLC Standards will have academically successful schools as determined by federally approved state standardized testing.

Data regarding the academic performance of three middle schools was collected from North Carolina ABCs school report cards, and No Child Left Behind Adequate Yearly Progress statistics. School Improvement Plans were reviewed for evidence relating to the ISLLC Standards, principals and teachers were surveyed regarding administrator attitudes and assumptions concerning the ISLLC Standards, and the administrators' activities as they related to the ISLLC Standards were observed and recorded during a school day.

It is apparent as a result of this pilot study that the research model proved sound and that professional standards such as those articulated by ISLLC may have an affect on student achievement. But, one must also take into account the socio-economics of the school system, students, and community when determining the impact of professional standards on academic performance.

## ACKNOWLEDGMENTS

I am grateful to Dr. Catherine Nesbit for her assignment which started me along the path to this thesis project and for serving as the chairperson of my thesis committee. I am also grateful to Dr. Kathleen Roney who through her devotion to middle grades education and encouragement helped us present the original project to the National Middle Association's 32<sup>nd</sup> Annual Conference.

Special thanks to my partners in the original assignment, Ms. Lisa Barnes and Mr. Paul Price, who assisted with the observation of administrators and the collection of data as it pertained to the ISLLC Standards.

I am especially grateful to my wife, Linda, and my family for their support and understanding during this seemingly never-ending project.

Lastly, I would like to thank my committee, Dr. Catherine Nesbit, Dr. Martin Kozloff, and Dr. Kathleen Roney for their guidance and assistance with this research project.

## LIST OF TABLES

| Table   | Page |
|---|------|
| 1. School Improvement Plan Comparison Value Determination.....  | 15   |
| 2. Administrator Shadow Project Results .....                   | 18   |
| 3. Teacher Survey Results .....                                 | 18   |
| 4. Principal Survey Results.....                                | 18   |
| 5. School Improvement Plan Analysis Results .....               | 20   |
| 6. Adequate Yearly Progress Results.....                        | 56   |
| 7. Participating School Profiles.....                           | 56   |
| 8. Data Comparison: Data Collection Instruments.....            | 67   |
| 9. Data Comparison: Data Collection Instruments by School ..... | 69   |

## LIST OF FIGURES

| Figure   | Page |
|--|------|
| 1. Research Model .....  | 10   |
| 2. Observed Evidence of ISLLC Standard 1 .....                             | 20   |
| 3. Teacher Survey Results: ISLLC Standard 1 .....                          | 22   |
| 4. Principal Survey Results: ISLLC Standard 1 .....                        | 24   |
| 5. Evidence of ISLLC Standard 1 Found in<br>School Improvement Plans.....  | 24   |
| 6. Observed Evidence of ISLLC Standard 2.....                              | 26   |
| 7. Teacher Survey Results: ISLLC Standard 2.....                           | 28   |
| 8. Principal Survey Results: ISLLC Standard 2 .....                        | 30   |
| 9. Evidence of ISLLC Standard 2 Found in<br>School Improvement Plans.....  | 30   |
| 10. Observed Evidence of ISLLC Standard 3.....                             | 32   |
| 11. Teacher Survey Results: ISLLC Standard 3.....                          | 34   |
| 12. Principal Survey Results: ISLLC Standard 3 .....                       | 34   |
| 13. Evidence of ISLLC Standard 3 Found in<br>School Improvement Plans..... | 36   |
| 14. Observed Evidence of ISLLC Standard 4.....                             | 38   |
| 15. Teacher Survey Results: ISLLC Standard 4.....                          | 38   |
| 16. Principal Survey Results: ISLLC Standard 4 .....                       | 40   |
| 17. Evidence of ISLLC Standard 4 Found in<br>School Improvement Plans..... | 42   |
| 18. Observed Evidence of ISLLC Standard 5.....                             | 42   |
| 19. Teacher Survey Results: ISLLC Standard 5.....                          | 44   |



|     |   |    |
|-----|---|----|
| 20. | Principal Survey Results: ISLLC Standard 5 .....                                    | 46 |
| 21. | Evidence of ISLLC Standard 5 Found in<br>School Improvement Plans.....              | 46 |
| 22. | Observed Evidence of ISLLC Standard 6.....  | 48 |
| 23. | Teacher Survey Results: ISLLC Standard 6.....                                       | 50 |
| 24. | Principal Survey Results: ISLLC Standard 6 .....                                    | 50 |
| 25. | Evidence of ISLLC Standard 6 Found in<br>School Improvement Plans.....              | 52 |
| 26. | Trend Analysis: Percentage of Students at or<br>Above Grade Level for Reading ..... | 54 |
| 27. | Trend Analysis: Percentage of Students at or<br>Above Grade Level for Math.....     | 54 |
| 28. | Proposed Research Model for Future Studies.....                                     | 58 |
| 29. | Trend Analysis: Administrator Shadow Project Results.....                           | 60 |
| 30. | Excerpt from Principal Survey Coding Worksheet.....                                 | 60 |
| 31. | Trend Analysis: Principal Survey Results .....                                      | 61 |
| 32. | Trend Analysis: Teacher Survey Results.....   | 63 |
| 33. | Data Analysis: School Improvement Plans.....  | 65 |
| 34. | Trend Analysis: Data Collection Instruments.....                                    | 65 |

## CHAPTER 1: THE PROBLEM

### Introduction

The Interstate School Leaders Licensure Consortium (ISLLC) developed their Standards for School Leaders (Standards) “on those topics that formed the heart and soul of effective leadership” (1996, p.8). Each of the six standards begin with, “A school administrator is an educational leader who promotes the success of all students by...” (p.10) and include indicators of knowledge, disposition, and performance for: The administrator’s vision, school culture and instructional program, management of the organization, collaboration with families and community members, ethics, and the socio-economic and cultural context (ISLLC, 1996).

Since their publication in 1996, the ISLLC Standards have become the foundation of current theory regarding school administration in at least 35 states. Students in many of the universities in these states are immersed in courses of study that are aligned with these standards (Murphy, 2003). Seventeen state Boards of Education and the District of Columbia now require aspiring school administrators to pass an examination developed by the Educational Testing Service (ETS) that is based on the six ISLLC Standards. Yet, there are no significant data supporting this shift in licensing policy from values based on those used in the business community and excellence in the classroom.

A study conducted by Glass and Bearman (2003) questioned if the selection criteria used by superintendents for secondary principals corresponded to ISLLC Standards. Only 3 of the six ISLLC Standards were found by superintendents to be very important, suggesting “a disconnect between ISLLC-driven preparation/licensing

programs and the *real* world of selecting, hiring and evaluating secondary principals” (Glass and Bearman, 2003, Overview of Findings section, ¶ 3). In fact, only 7 of the 28 selection criteria outlined in the survey were considered to be very important by more than half of the participating superintendents.

#### Purpose of the Pilot Study

The purpose of this pilot study is to establish the feasibility and usefulness of these methods and instruments for collecting data that could be used in a larger study to test the prevailing assumption that school administrators who adhere to the knowledge, disposition, and performance indicators found within in the six ISLLC Standards will have academically successful schools as determined by federally approved state standardized testing.

#### Essential Question

The essential question to be answered is, Will this research model provide clear conceptual and operational definitions with valid and objective measures that will determine whether the adherence to and the implementation of the ISLLC Standards affect a school’s academic performance in a larger study?

#### Substantive Assumption

In designing and executing this pilot study, it was assumed that the participating administrators had a working knowledge of ISLLC and their Standards of School Leadership.

## Delineation of the Research Problem

North Carolina Department of Public Instruction ABCs of School Performance data for middle schools located in eight counties within Southeastern North Carolina was collected and organized into three categories of performance on state end-of-grade tests: low, average, and high. Schools in each performance category were further sub-grouped based on the number of students, and student ethnicity.

Quantitative data was collected on and from the three participating schools. Specifically, evidences of the knowledge, disposition, and performance indicators contained within the ISLLC Standards were collected from observable behaviors of administrators (see Appendix C) and via surveys of principals (see Appendix A) and teachers (see Appendix B). Academic performance data sources included school improvement plans, North Carolina Department of Public Instruction ABCs data, and Adequate Yearly Progress (AYP) results.

## Statement of Hypotheses

These methods and instruments created for the collection and analysis of data from sources such as standardized test data, AYP data, administrator and teacher surveys, site visits, School Improvement Plans, and administrator behavior logs will be feasible in a larger study to test the prevailing assumption that school administrators who adhere to the knowledge, disposition, and performance indicators found within in the six ISLLC Standards will have academically successful schools as determined by federally approved state standardized testing.

## Importance of the Pilot Study

This pilot study is important because 17 states and the District of Columbia now require new administrators to successfully pass a licensure exam based on the six ISLLC Standards, but there is no significant amount of data to support this shift in employment policy. This is contrary to the nationwide push for data-driven decision-making in education. One might wonder if the Educational Testing Service has done an excellent job of convincing these Boards of Education that there is a real need for this knowledge or if the superintendents have not shared their thoughts with their respective state governing agencies as suggested by Glass and Bearman in their 2002 survey.

## CHAPTER 2: LITERARY REVIEW

Throughout much of the 20<sup>th</sup> Century, school administrators were regarded as business managers who were charged with maintaining an efficient organization. “This perspective has been reenergized and refined over the decades as each new idea from the corporate sector is held up as a tool or framework that school administrators should adopt” (Murphy, 2003, p.5). Additionally, ideas were integrated from the behavioral sciences resulting in a “ladder-shaped structure” of school management. Recently, the reform effort focused on closing the achievement gap between various ethnic and economic groups of students yielded four common and promising elements: clear goals, rigorous curriculum, additional help for students who need it, and high quality teaching (Silver, 2004).

The Institute for Educational Leadership paper, *Leadership for Student Learning: Reinventing the Principalship*, discusses the need for state and local education systems to abandon this century-old model of the principal as an overloaded middle manager directly responsible for every aspect of school operations and performance. The authors stress that the top priority of the principalship must be leadership for learning, without which, schools will continue to drift aimlessly through the sea of mediocrity (2000).

There is little argument that effective leaders are crucial to student achievement but as Anthes (2005) asks, “What is an effective leader?” Hallinger and Heck spent 15 years (1980 – 1995) researching how principals impact their schools. They concluded that effective principals are those administrators that shape school goals, direction, structure, and organizational and social networks. Effective principals also guide school policies, procedures and practices that contribute directly to student learning (Institute

for Educational Leadership, 2000). Effectiveness was also defined by Murphy, Hallinger, and Peterson in 1986 (as cited in Murphy, 2003) as rendering “high levels of student achievement (quality dimension), achievement results that are fairly distributed across the student population (equity dimension), and outcomes that are attributable to the school (value added dimension)” (p. 8).

The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (Standards) were designed to stimulate vigorous thought and dialogue about quality educational leadership among stakeholders in the area of school administration and to provide raw material to help stakeholders enhance the quality of educational leadership throughout the nation’s schools (ISLLC, 1996). In developing their Standards, ISLLC relied heavily on research chronicling principals and superintendents who were deemed especially productive in leading high-performing organizations (Murphy, 2003). ISLLC also relied on a collective body of research that determined the need to trace student achievement from administrative action, stressed the belief that all children can learn, and underlined that schools are responsible for student outcomes. They also pointed to the knowledge that schools work best when they operate as organic wholes rather than as collections of disparate systems and elements (Murphy, 2003).

Boeckmann (2001) found in her 1999 study that although the ISLLC Standards were highly regarded by administrators, they were incorporated into their day-to-day activities at much lower levels. She concludes that “what may appear to be reasonable standards to guide leadership of national organizations and political offices could in effect have little value to the rank-and-file educational leaders” (The Problem section, ¶

1). A possible explanation offered by Boeckmann centers on the fact that many administrators have little time to reflect on their practices and resulting performance while operating under increased demands from their governing bodies.

The movement toward leadership standards is not without debate. As McCarthy (2005) points out, advocates believe standards such as those developed by ISLLC will prepare more competent school leaders. While some critics contend the language of the Standards still contain many of the old assumptions that have “historically been more heavily influenced by business, industrial psychology, military science, and engineering, than by education itself” (Anderson, Creighton, Dantley, English, Furman, Gronn, & Marshall, 2002, ¶ 1) and that standards such as those defined by ISLLC will produce cookie-cutter administrators who will perpetuate the status quo.

In defense of the work done by ISLLC Murphy (2003) stresses there was no effort to include everything because “leadership is a complex and context-dependent activity. To attempt to envelope the concept with a definitive list of indicators is a fool’s errand. Likewise, to claim success in a preparation program because there is evidence of the 200 indicators is also questionable” (p. 30). Murphy maintains that ISLLC has merely provided clues gleaned from academics and school principals of highly effective schools. As Gil found while attempting to reform the Chula Vista Elementary School District, the ISLLC Standards “continue to challenge our thinking and [we need] to behave differently to make a qualitative difference for all children in our schools. We recognize our responsibility to model attributes we want for future generations, and understand that significant change must begin with ourselves” (2001, Shifting the Leadership Culture section, ¶ 4).



While generally supportive of the general alignment with the ISLLC Standards, McCarthy (2005) addresses the need for more research on the effectiveness of university curricula and licensure assessments such as that administered by ETS:

While many educational leadership units are reforming their programs in a variety of ways, such as incorporating problem-based and field-based learning, aligning courses with ISLLC Standards, using cohort groups, and requiring student portfolios, we do not have research substantiating that these reforms are producing more capable leaders who can create school environments that empower teachers and enhance student learning and social development (p.3).

## CHAPTER 3: METHODOLOGY

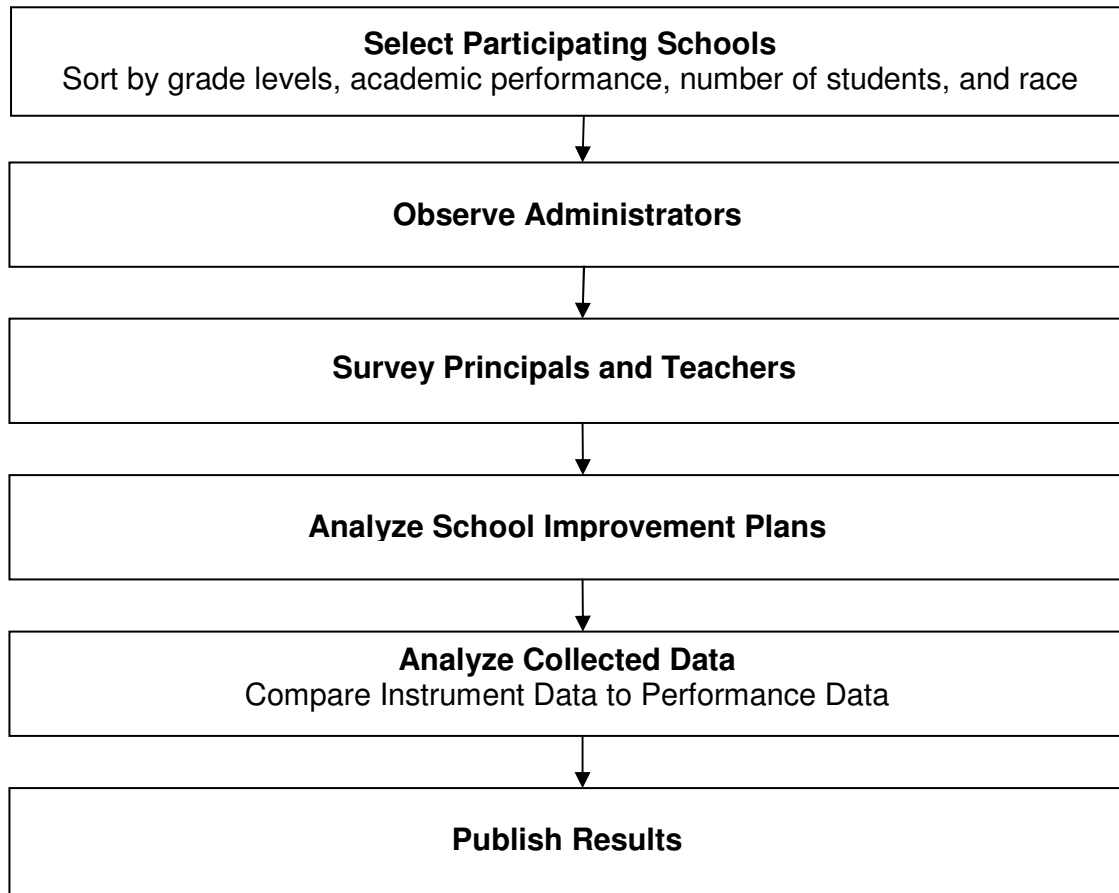
### Overview

The Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC Standards) have become the foundation of current theory regarding school administration “in at least 35 states” (Anthes, 2005, ¶ 2) and according to Educational Testing Service (2006), 17 state Boards of Education and the District of Columbia now require newly licensed school administrators to pass an examination based on them. Yet, there are no significant studies to support this shift in licensing policy and administrator education from being essentially business managers charged with maintaining an efficient organization to that of an instructional leader that shapes school goals, direction, and structure.

Three middle schools were selected for this pilot test of the research model (see Figure 1) that was used to test the growing assumption that adherence to the ISLLC Standards by a school administrator contributes to the academic success of students. School Improvement Plans, Principal (see Appendix A) and Teacher Surveys (see Appendix B), and a one day-long observation (see Appendix C) of each participating principal were used to collect and compare quantitative data regarding the knowledge, disposition, and performances indicators contained in the ISLLC Standards. Academic performance data sources were the North Carolina accountability program known as the ABCs of Public Education (ABCs) and Adequate Yearly Progress (AYP) results.

Figure 1

*Research Model*



## Role of the Researcher

It was the researcher's role to conceive, design, and implement the model and instruments contained within such that the essential question, "Will this research model provide clear conceptual and operational definitions with valid and objective measures that will determine whether the adherence to and the implementation of the ISLLC Standards affect a school's academic performance in a larger study?" could be sufficiently answered. To this end, the researcher elected to perform a quantitative study through the quantification of qualitative data for the purpose of validating the reliability of each instrument via a comparative analysis (Creswell, 2003). Quantitative data was collected through surveys of principals and teachers and from the North Carolina Department of Public Instruction. Qualitative data was gathered during the observation of school administrators by the author and two associates.

## Selection of Schools

Academic performance and student demographic information (grade-levels served, academic performance as measured by End-of-Grade/Course Testing, number of students, and student race) were obtained from the North Carolina Department of Public Instruction (2005) for middle schools located in eight southeastern North Carolina counties. Socio-economic factors were not included in the selection process because the spirit of the ISLLC Standards is that all children can learn and successful schools require new types of leadership (ISLLC, 1996). Three performance ranges were created by equally dividing the schools based on their overall ABCs scores. The top third was grouped in the high category, the middle third was placed in the average category, and the lowest third was placed in the low category. Schools within each

category were then grouped by student demographics such as the number of students and student ethnicity. Based on these demographics, 12 potential schools remained in the pool for inclusion in the study and their respective administrators were contacted. The decision to participate was left to individual school administrators and the first school in each category to positively respond for participation was included in this pilot study.

### Instrumentation

A variety of instruments were used to collect and analyze data. Two versions (Principal Survey, Appendix A and Teacher Survey, Appendix B) were adapted from the ISLLC Collaborative Professional Process for School Leaders (Jacobson & Van Meter, 1998) and used to rate the participating principals' incorporation of the ISLLC Standards into the management of their respective schools. The Shadow Data Collection Worksheet (Appendix C) was adapted from the eighth grade student shadow study conducted by Lounsbury & Clark (1990) and used to record evidence of ISLLC Standards practiced during day-long observations of participating administrators. The ISLLC Standards Identification Template for School Improvement Plans (Appendix D) listing the Indicators of knowledge, dispositions, and performance was created and used as a measure when analyzing School Improvement Plans for the inclusion of the ISLLC Standards.

## Surveys

The Principal Survey (Appendix A) asked participating administrators to rate their “Current Personal Mastery” of each of the 182 knowledge, disposition, and performance indicator statements included in the ISLLC Standards. The Teacher Survey (Appendix B) asked two randomly selected teachers at each participating school to rate their administrator on the same indicator statements. The surveys were adapted from the ISLLC Collaborative Professional Process for School Leaders (Jacobson & Van Meter, 1998) by assigning Likert Scale numeric values to each response category: Little = 1, Some = 2, Sufficient = 3, and Exemplary = 4.

## Shadow Data Collection Worksheet

The Shadow Data Collection Worksheet (Appendix C) was adapted by the author from the eighth grade student shadow study conducted by Lounsbury & Clark (1990), by adding a column for each ISLLC Standard and by listing a summary of each standard at the top of the page. Observations were recorded approximately every 5 minutes, beginning with the observer’s arrival, during a day-long site visit. Each of the participating principals was observed by a different observer. The time, what the administrator was doing, the general environment and/or location (i.e., office, classroom, etc), and any additional comments were recorded on the worksheet. The observer also checked as many of the Standards that were observed being practiced at that time. Totals were calculated for each ISLLC Standard observed during the day and divided by the total number of observations to yield a percentage for comparison with the other schools and data sources.

Every effort was made to follow the administrator during a “normal” day. However, it is understood that merely the presence of the observer may have altered the normalcy of the administrator’s actions. To further limit influencing the administrator, the Principal Survey was not administered until the end of the observation period so that the administrator was not immediately aware of what the observer was watching for.

#### ISLLC Standards Identification Template for School Improvement Plans

The ISLLC Standards Identification Template for School Improvement Plans (Appendix D) was created by this author by assigning a number to each of the indicators contained in the ISLLC Standards. For example, 2.k.2 represents ISLLC Standard 2, Knowledge Indicator 2. The number of evidences for each standard found in a participating school’s School Improvement Plan (SIP) were totaled and divided by the number of schools (three) to determine an average. The average was then divided by the total number of evidences for each ISLLC Standard to determine a percentage for comparison to other data collection instruments. See Table 1 for an example of how comparison values were determined.

#### Academic Performance Data

Academic performance data for each participating school was obtained from the North Carolina Department of Public Instruction for three school years: 2001-02, 2002-03, and 2003-04. Data for each school was placed into a Microsoft Excel Worksheet and graphed to determine the three-year trend for each of the following items:

Table 1

*School Improvement Plan Comparison Value Determination*

|                             | Standard 1 |
|-----------------------------|------------|
| School A                    | 1          |
| School B                    | 6          |
| School C                    | 21         |
| Total Evidences             | 28         |
| Average Number of Evidences | 9.3        |
| Percentage for Comparison   | 44.4%      |



- Student race
- Number of students
- Average class size
- Teacher turnover rate
- AYP targets and results
- Performance data for students in each grade on the ABCs End-of-Grade Tests
- Performance data for each student group on the ABCs End-of-Grade Tests

## CHAPTER 4: FINDINGS

### Instruments

The results of the Administrator Shadow Project are shown in Table 2. The observer witnessed the administrator at School A incorporating activities correlated to the ISLLC Standards for an average of 60% of the day. The observer witnessed the administrator at School B incorporating activities correlated to the ISLLC Standards for an average of 63% of the day. The observer witnessed the administrator at School C incorporating activities correlated to the ISLLC Standards for an average of 54% of the day.

As shown in Table 3, the Teacher Survey administered at School A shows that the teachers rated their administrator's "current personal mastery" of the ISLLC Standards at 3.16 on a scale of 1 – 4. The survey administered at School B shows that the teachers rated their administrator's "current personal mastery" of the ISLLC Standards at 2.97 on a scale of 1 – 4. The survey administered at School C shows that the teachers rated their administrator's "current personal mastery" of the ISLLC Standards at 2.98 on a scale of 1 – 4.

The results of the Principal Survey are shown in Table 4. The survey completed by the principal at School A yielded a self-rating of his/her "current personal mastery" regarding the ISLLC Standards at 3.39 on a scale of 1 – 4. The survey completed by the principal at School B yielded a self-rating of his/her "current personal mastery" regarding the ISLLC Standards at 3.73 on a scale of 1 – 4. The survey completed by the principal at School C yielded a self-rating of his/her "current personal mastery" regarding the ISLLC Standards at 3.18 on a scale of 1 – 4.

Table 2

*Administrator Shadow Project Results*

|          | ISLLC Standards |     |     |     |      |     | Average |
|----------|-----------------|-----|-----|-----|------|-----|---------|
|          | 1               | 2   | 3   | 4   | 5    | 6   |         |
| School A | 23%             | 77% | 88% | 19% | 100% | 51% | 60%     |
| School B | 40%             | 74% | 85% | 29% | 100% | 48% | 63%     |
| School C | 32%             | 61% | 77% | 29% | 97%  | 29% | 54%     |

Table 3

*Teacher Survey Results*

|          | ISLLC Standards |      |      |      |      |      | Average |
|----------|-----------------|------|------|------|------|------|---------|
|          | 1               | 2    | 3    | 4    | 5    | 6    |         |
| School A | 2.89            | 3.18 | 3.14 | 2.88 | 3.5  | 3.39 | 3.16    |
| School B | 2.75            | 2.87 | 3.03 | 2.86 | 3.34 | 2.95 | 2.97    |
| School C | 2.69            | 3.23 | 2.97 | 3.05 | 3.05 | 2.87 | 2.98    |

Table 4

*Principal Survey Results*

|          | ISLLC Standards |      |      |      |      |      | Average |
|----------|-----------------|------|------|------|------|------|---------|
|          | 1               | 2    | 3    | 4    | 5    | 6    |         |
| School A | 2.97            | 3.38 | 3.47 | 3.03 | 3.93 | 3.53 | 3.39    |
| School B | 3.44            | 3.82 | 3.71 | 3.79 | 4.00 | 3.63 | 3.73    |
| School C | 3.19            | 3.77 | 3.08 | 2.55 | 3.38 | 3.11 | 3.18    |

The analysis of the School Improvement Plan for School A found 37 items aligned with the knowledge, disposition, and performance indicators contained in the ISLLC Standards as shown in Table 5. The analysis of the school improvement plan for School B found 135 items aligned with the knowledge, disposition, and performance indicators contained in the ISLLC Standards. The analysis of the school improvement plan for School C found 83 items aligned with the knowledge, disposition, and performance indicators contained in the ISLLC Standards.

### ISLLC Standards

Data from each of the instruments was coded and analyzed for each of the six ISLLC Standards. The following results from each are presented by Standard.

#### Standard 1

A School administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (ISLLC, 1996, p.10).

The observed evidence of ISLLC Standard 1 is shown in Figure 2. At School A, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 1 being utilized in 23% of the day. Practices included opening car doors and greeting students and parents, conducting morning announcements, acting as a mediator in a teacher problem-solving session concerning student behavior, and resolving discipline issues involving students. At School B, the administrator was observed facilitating processes and engaging in activities that

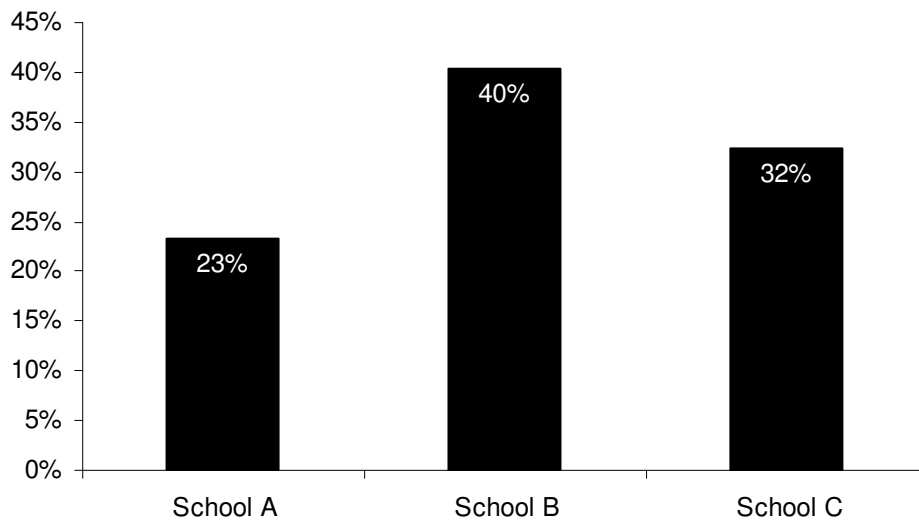
Table 5

*School Improvement Plan Analysis Results*

|          | ISLLC Standards |    |    |    |   |   | Total |
|----------|-----------------|----|----|----|---|---|-------|
|          | 1               | 2  | 3  | 4  | 5 | 6 |       |
| School A | 1               | 19 | 5  | 8  | 4 | 0 | 37    |
| School B | 6               | 47 | 42 | 34 | 5 | 1 | 135   |
| School C | 21              | 28 | 21 | 8  | 2 | 3 | 83    |

Figure 2

*Observed Evidence of ISLLC Standard 1*

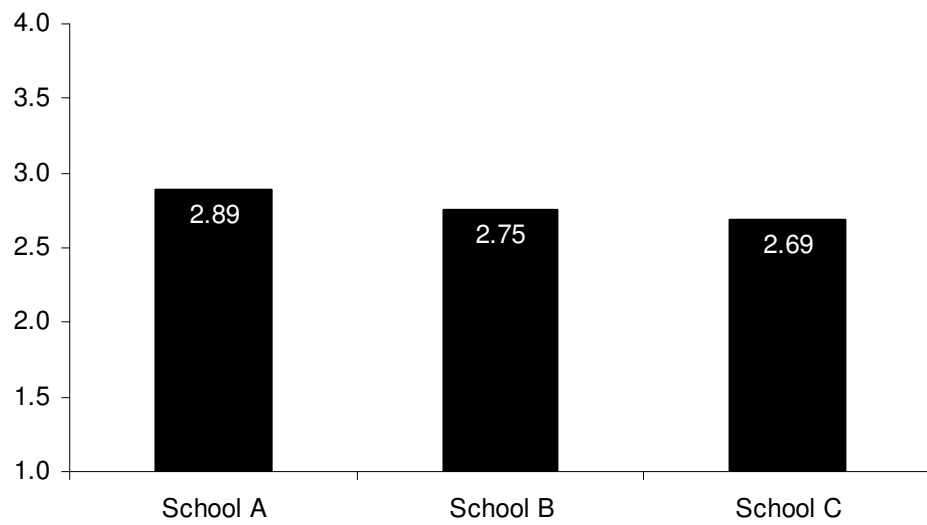


demonstrated evidence of ISLLC Standard 1 being utilized in 40% of the day. Practices included the implementation of Project Redirect (a flexible schedule to redirect behavior of students as an alternative to suspension. Includes academic instruction and counseling), anger management classes for students, and the Discipline with Dignity staff development program. At School C, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 1 being utilized in 32% of the day. Practices included greeting faculty with a “hello” each morning while touring the building before the school day begins, using a job interview as an opportunity to publicize the school and its vision, and tutoring students daily in math.

As shown in Figure 3, the Teacher Survey at School A yielded a rating of 2.89 on a scale of 4 and identified strengths in consensus building and negotiation skills, high standards of learning, and continuous self-improvement. No limitations were identified by the teachers. The Teacher Survey at School B yielded a rating of 2.75 on a scale of 4 and identified strengths in communication, continuous school improvement, and doing the work required for high levels of personal and organization performance. Identified limitations included systems theory and the use of relevant demographic data pertaining to students and their families in developing the school mission and goals. The Teacher Survey at School C yielded a rating of 2.69 on a scale of 4 and identified strengths in developing and implementing strategic plans, communicating the vision and mission of the school to staff, parents, students, and community members, and celebrating the contributions of school community members to the realization of the vision. Identified limitations included the use of relevant demographic data pertaining to students and

Figure 3

*Teacher Survey Results: ISLLC Standard 1*



their families being used in developing the school mission and goals plus addressing barriers to achieving the vision.

As shown in Figure 4, the Principal Survey at School A yielded a rating of 2.97 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus being able to communicate effectively, completing the work required for high levels of personal and organization performance, and seeking additional resources to support the school's mission and goals. Limitations identified by the principal were recognizing information sources, data collection, and data analysis strategies. The Principal Survey at School B yielded a rating of 3.44 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus a willingness to continuously examine one's own beliefs and practices, ensuring the school community is involved in school improvement efforts, and assessment data related to student learning are used to develop the school vision and goals. No limitations were identified in the Principal Survey. The Principal Survey at School C yielded a rating of 3.19 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus the inclusion of all members of the school community, modeling the core beliefs of the school vision for all stakeholders, and the school community is involved in school improvement efforts.

The results of the analysis of School Improvement Plans for Standard 1 are shown in Figure 5. The School Improvement Plan for School A identified strategies to make students and parents aware of curriculum objectives. The School Improvement Plan for School B identified strategies for establishing a safe and orderly learning environment, developing effective partnerships with parents and the community, and using resources effectively and efficiently. The School Improvement Plan for School C



Figure 4

*Principal Survey Results: ISLLC Standard 1*

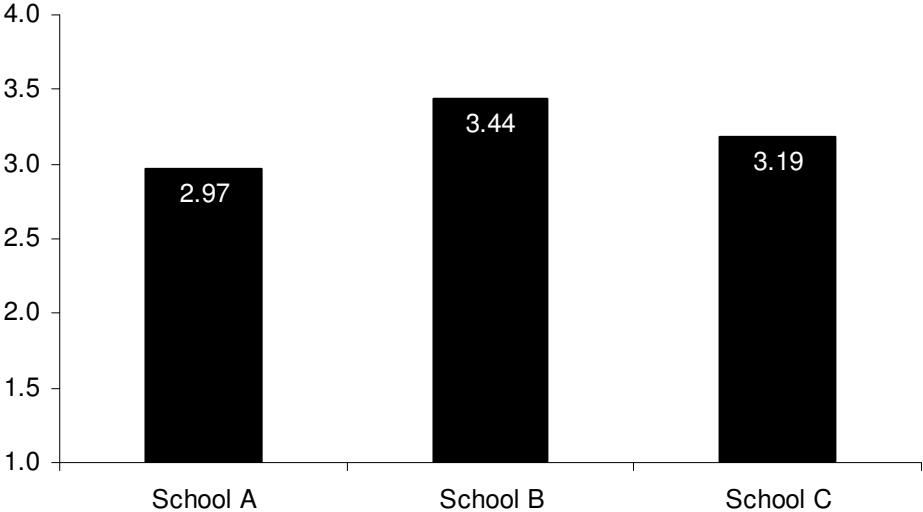
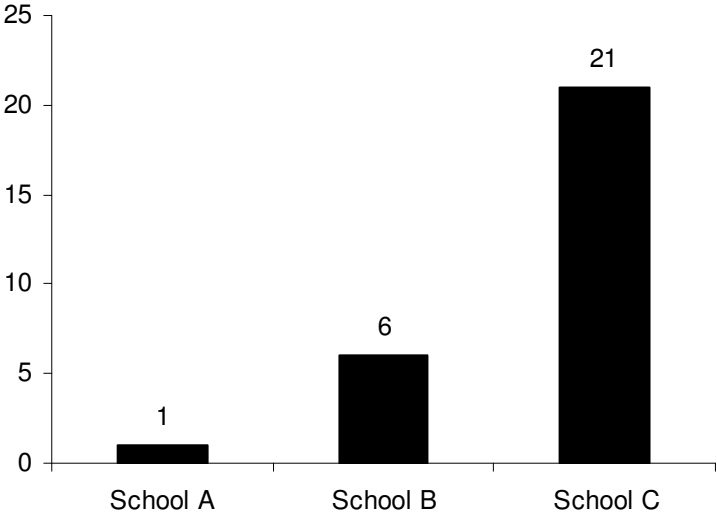


Figure 5

*Evidence of ISLLC Standard 1 Found in School Improvement Plans*



identified strategies to increase school pride and successes through the implementation of new programs to enhance teaching and learning, recruit and maintain highly qualified staff, and recruit and hire a reading specialist.

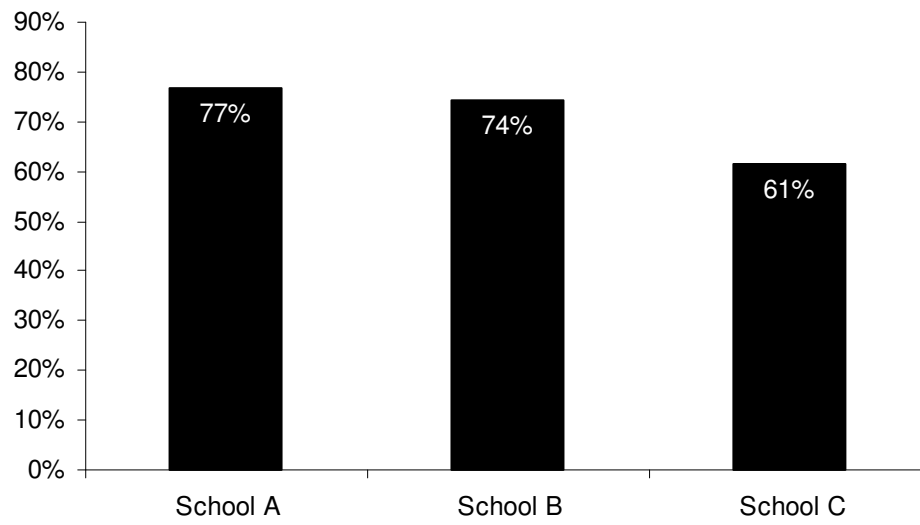
## Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (ISLLC, 1996, p.12).

The observed evidence of ISLLC Standard 2 is shown in Figure 6. The administrator at School A was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 2 being utilized during 77% of the day. Practices included classroom visits, seeking out and greeting cafeteria staff, facilitating a grade-level meeting to establish behavior expectations, and covering a class for a teacher who needed to leave the building. At School B, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 2 being utilized during 74% of the day. Practices included classroom visits, phone with parents concerning issues related to bus discipline, meeting with teachers about the academic placement of students, and discussing grading policies with teachers. At School C, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 2 being utilized during 61% of the day. Practices included conducting meetings with

Figure 6

*Observed Evidence of ISLLC Standard 2*

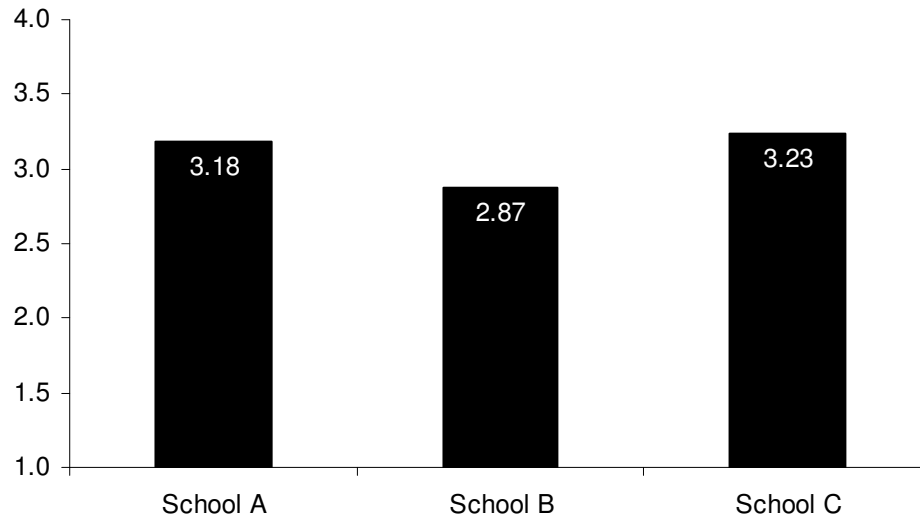


parents and teachers regarding issues of student learning, discipline, and enrollment, monitoring hallways, accepting responsibility for student learning.

As shown in Figure 7, the Teacher Survey at School A yielded a rating of 3.18 on a scale of 4. Identified strengths include the proposition that all students are capable of learning, that professional development is an integral part of school improvement, and the establishment of high performance expectations for each of the stakeholders which are later recognized and celebrated. Limitations identified by the teachers included the need for the use of multiple sources of information regarding the performance of staff and students, a lack of programs being developed to meet the individual needs of students and their families, and ensuring students and staff feel valued by and are important to the administrator. The Teacher Survey at School B yielded a rating of 2.87 on a scale of 4 and identified strengths in considering professional development an integral part of school improvement, maintaining a safe and supportive learning environment, and the modeling of life long learning. Identified limitations include the technologies used in teaching and learning plus the need for co-curricular and extra-curricular programs. The Teacher Survey at School C yielded a rating of 3.23 on a scale of 4 and identified strengths in incorporating professional development focused on student learning consistent with the school vision as an integral part of school improvement, celebrating student and staff accomplishments, and assessing student learning using a variety of techniques. Identified limitations included the use of applied motivational theories, assessing the school culture and climate on a regular basis, and developing pupil personnel programs to meet the needs of students and their families.

Figure 7

*Teacher Survey Results: ISLLC Standard 2*



As shown in Figure 8, the Principal Survey at School A yielded a rating of 3.38 on a scale of 4. Identified strengths were similar to those found in the Teacher Survey plus individuals are treated with fairness, dignity, and respect. Limitations identified by the principal included the need to better recognize barriers to student learning and the incorporation of current technologies into the classroom. The Principal Survey at School B yielded a rating of 3.82 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus recognizing diversity and its meaning for educational programs, student learning as the fundamental purpose of schooling, and curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies. The Principal Survey at School C yielded a rating of 3.77 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus making curriculum decisions based on research and the expertise of teachers, understanding the benefits that diversity brings to the school community, and maintaining a safe and supportive environment.

The results of the analysis of School Improvement Plans for Standard 2 are shown in Figure 9. The School Improvement Plan for School A identified strategies for:

- Recognizing and rewarding student progress
- Alternative teaching techniques to reach all students
- Integrating reading throughout the curriculum
- Emphasizing physical fitness
- Differentiated behavior modification strategies for at-risk students

The School Improvement Plan for School B identified strategies for establishing behaviors in the classroom that allow for mutual respect among student and teachers,

Figure 8

*Principal Survey Results: ISLLC Standard 2*

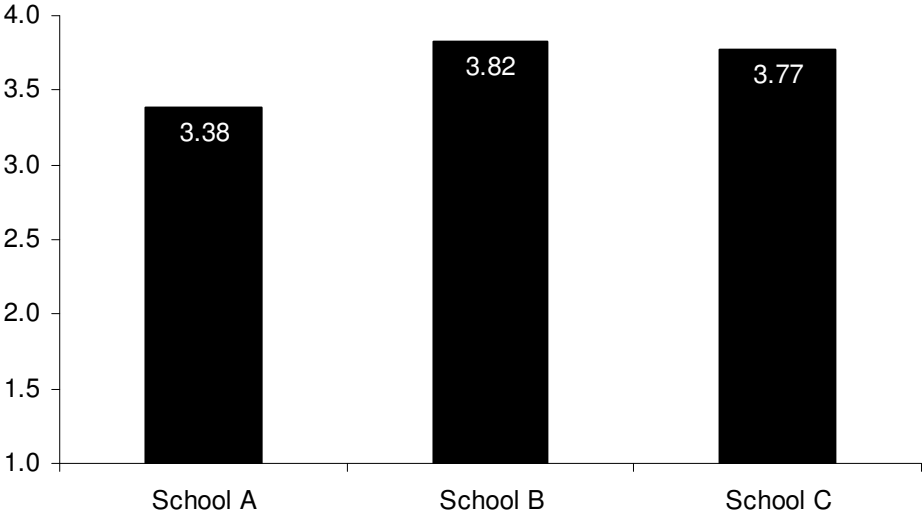
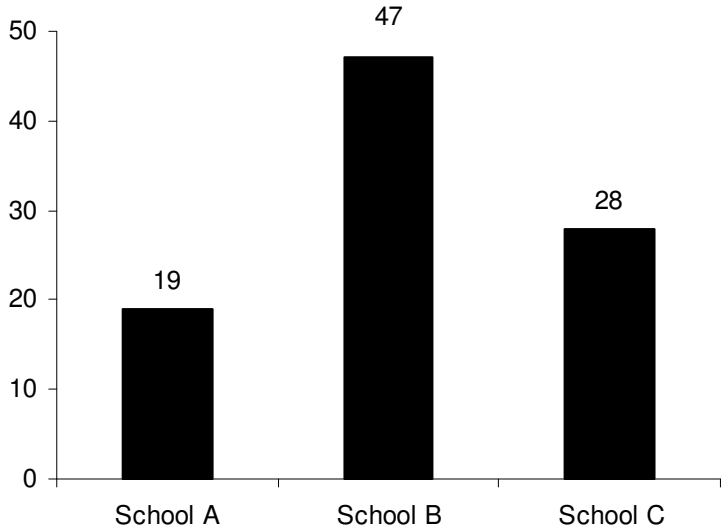


Figure 9

*Evidence of ISLLC Standard 2 Found in School Improvement Plans*



differentiated and individualized instruction according to students' needs, integrating math, reading and writing across the curriculum, and conducting group discussions among students regarding bullying in order to teach positive alternative behaviors. The School Improvement Plan for School C identified strategies for the development of faculty Individual Growth Plans based on the North Carolina Standard Course of Study, best practices, and quality in the classroom training and literacy, implementation of a peer mediation program for teachers and students, and integration of a character education enrichment program beginning with sixth grade students.

### Standard 3

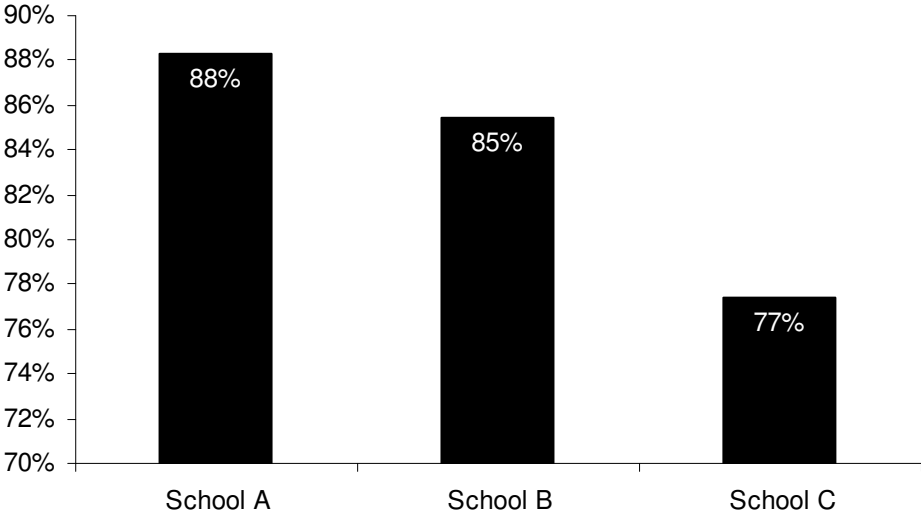
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment (ISLLC, 1996, p.14).

The observed evidence of ISLLC Standard 3 is shown in Figure 10. At School A, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 3 being utilized during 88% of the day. Practices included contacting human resources regarding an issue concerning district policy, monitoring hallways during class changes, and discussing student behavior with parents. At School B, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 3 being utilized during 85% of the day. Practices included mediating between two students in conflict, meeting with the school resource officer about questioning students during detainment



Figure 10

*Observed Evidence of ISLLC Standard 3*



and interrogation, and discussing the placement of a student by the Student Support Team with teachers. At School C, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 3 being utilized during 77% of the day. Practices included ensuring correct administration and security procedures are followed during standardized testing, supervising students boarding buses at the end of the day, and reviewing incoming correspondence.

As shown in Figure 11, the Teacher Survey at School A yielded a rating of 3.14 on a scale of 4 and identified strengths in operational procedures, human resource management, involving stakeholders in management processes, and taking risks to improve the school. Identified limitations included maintenance of the school's physical plant, aligning resources to the goals of the school, and the effective use of technology to manage school operations. The Teacher Survey at School B yielded a rating of 3.03 on a scale of 4 and identified strengths in the taking of risks to improve the school, trusting people and their judgments, and accepting responsibility. Identified limitations included the monitoring of organizational systems for modifications, stakeholder involvement in decisions affecting schools, and the effective use of technology to manage school operations. The Teacher Survey at School C yielded a rating of 2.97 on a scale of 4 and identified strengths in the effective use of technology to manage school operations. Identified limitations included recognizing emerging trends being studied and applied as appropriate and managing time to maximize attainment of organizational goals.

As shown in Figure 12, the Principal Survey at School A yielded a rating of 3.47 on a scale of 4 and identified similar strengths as were found in the Teacher Survey

Figure 11

*Teacher Survey Results: ISLLC Standard 3*

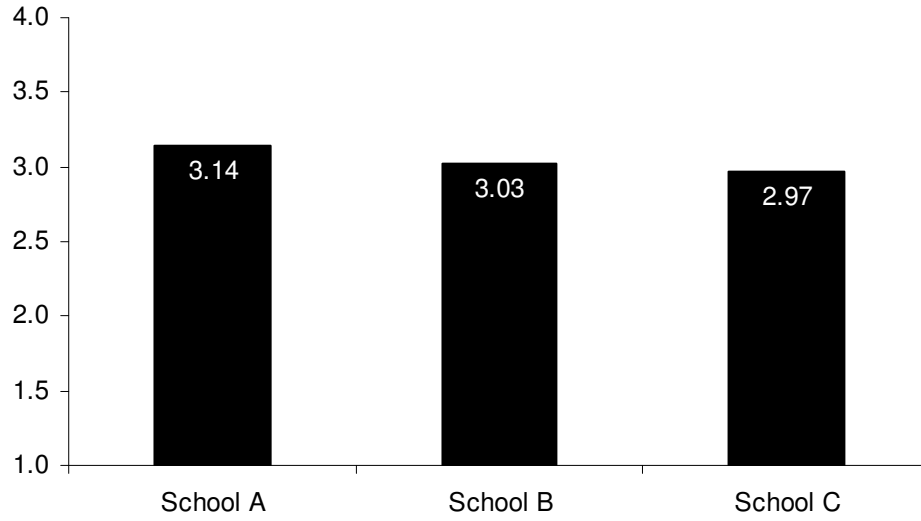
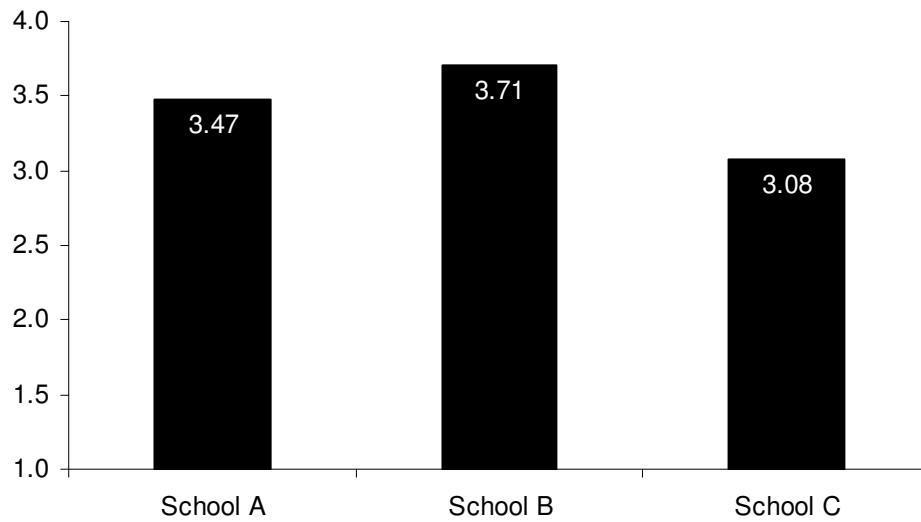


Figure 12

*Principal Survey Results: ISLLC Standard 3*

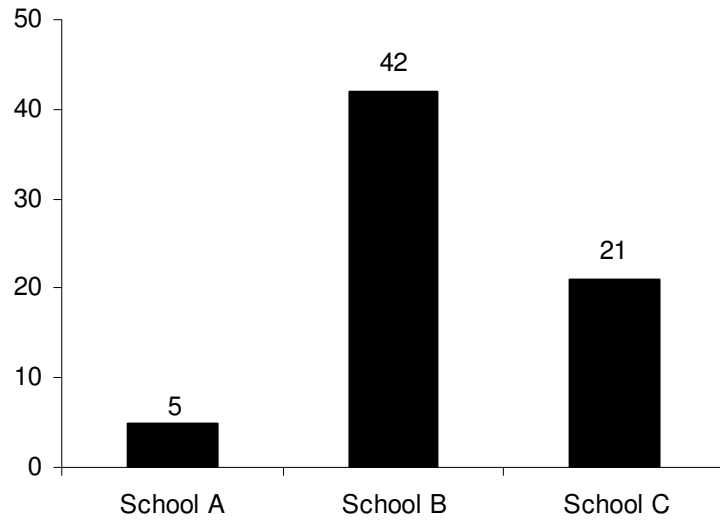


plus acting entrepreneurially to support continuous improvement, confronting and resolving problems in a timely manner, and maintaining the confidentiality and privacy of school records. No limitations were identified. The Principal Survey at School B yielded a rating of 3.71 on a scale of 4 and identified similar strengths as those found in the Teacher Survey plus acting entrepreneurially to support continuous improvement, sharing responsibility to maximize ownership and accountability, and maintaining the confidentiality and privacy of school records. The Principal Survey at School C yielded a rating of 3.08 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus designing operational procedures to maximize opportunities for successful learning and effective problem-framing and problem-solving skills being used. Identified limitations include human resource management and knowledge of legal issues impacting school operations.

The results of the analysis of School Improvement Plans for Standard 3 are shown in Figure 13. The School Improvement Plan for School A identified strategies for informing stakeholders of school rules on student conduct and behavior, maintaining emergency procedures, and communicating with bus drivers regarding high-need students. The School Improvement Plan for School B identified strategies for having visitors check in at the office, continuation of the Discipline Assistance Team (DAT) as a critical component of the Discipline Plan, revising and posting procedures for emergencies, and improving student entrance/exit processes. The School Improvement Plan for School C identified strategies for improving staff morale by involving staff in the decision-making process, making better use of the school resource officer, and revising the current School Crisis Plan.

Figure 13

*Evidence of ISLLC Standard 3 Found in School Improvement Plans*



#### Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC, 1996, p.16).

The observed evidence of ISLLC Standard 4 is shown in Figure 14. At School A, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 4 being utilized during 19% of the day. Practices included contacting parents about their children's behavior, requesting a Spanish speaking faculty member to translate during discipline conferences with Hispanic students, and participating in a D.A.R.E. class being taught by a member of the local sheriff's department. At School B, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 4 being utilized during 29% of the day. Practices included greeting and assisting parents in the front office, meeting with families, and discussing a student's report card with the parent. At School C, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 4 being utilized during 29% of the day. Practices included meeting with the guardian of a student expelled from another school district who is seeking enrollment in school and meeting with an angry parent about a student's assignment to in-school suspension.

As shown in Figure 15, the Teacher Survey at School A yielded a rating of 2.88 on a scale of 4 and identified strengths in collaborating with families as well as recognizing and valuing diversity. Limitations identified by the teachers included

Figure 14

*Observed Evidence of ISLLC Standard 4*

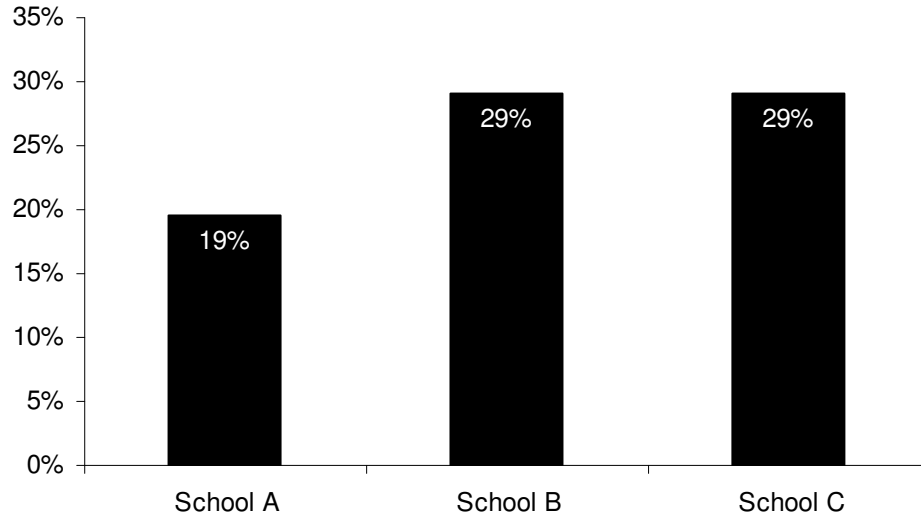
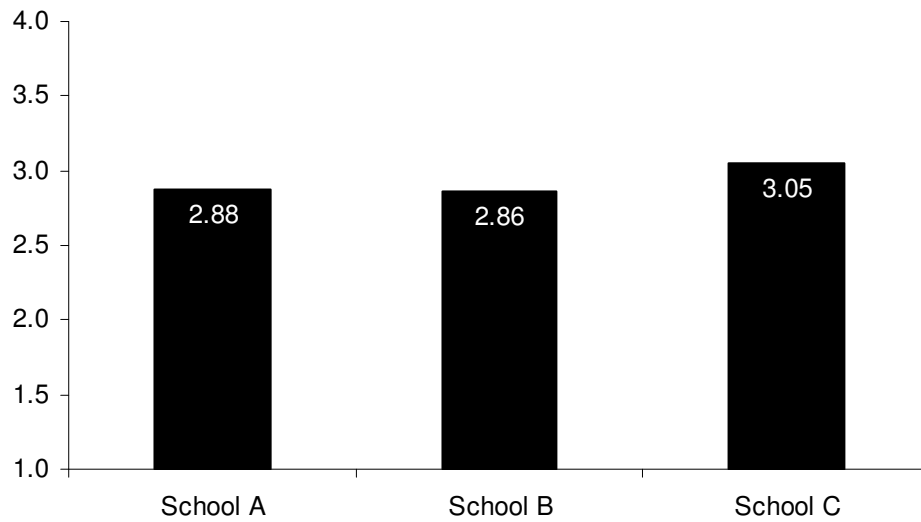


Figure 15

*Teacher Survey Results: ISLLC Standard 4*



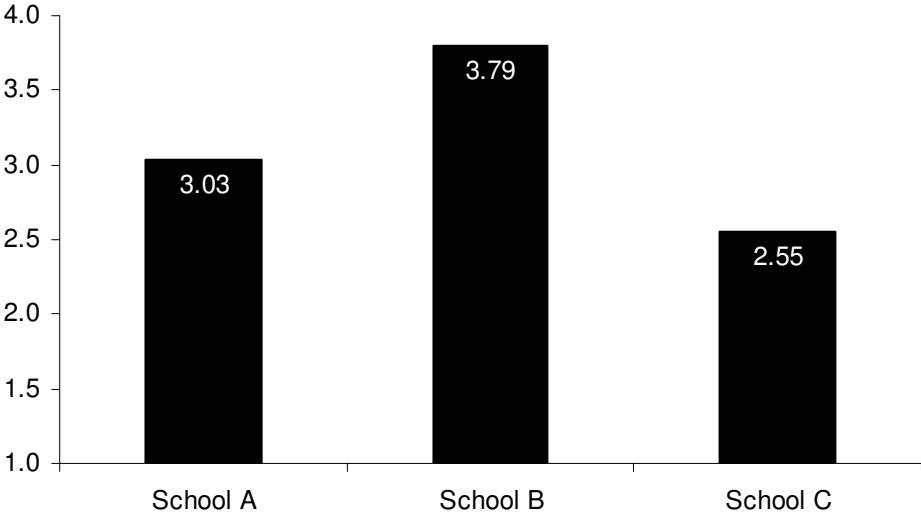
nurturing relationships with community and business leaders, securing community resources, and developing effective media relations. The Teacher Survey at School B yielded a rating of 2.86 on a scale of 4 and identified strengths in collaborating and communicating with families plus maintaining high visibility, active involvement, and communication with the larger community. Identified limitations included the securing of available community resources to help the school solve problems and achieve goals, the need for a comprehensive program of community relations, and opportunities for staff to develop collaborative skills. The Teacher Survey at School C yielded a rating of 3.05 on a scale of 4 and identified strengths in valuing diversity, modeling community collaboration, and using public resources and funds appropriately and wisely. Identified limitations include community relations and marketing strategies and processes plus effective media relations.

As shown in Figure 16, the Principal Survey at School A yielded a rating of 3.03 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus recognizing the need for active involvement in the larger community is a priority. Limitations identified by the principal include the establishment of partnerships with area businesses and the need for a comprehensive program of community relations. The Principal Survey at School B yielded a rating of 3.79 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus knowledge of emerging issues and trends that potentially impact the school community, the proposition that families have the best interests of their children in mind, and credence is given to individuals and groups whose values and opinions may conflict. The Principal Survey at School C yielded a rating of 2.55 on a scale of 4 and identified no strengths. Identified



Figure 16

*Principal Survey Results: ISLLC Standard 4*



limitations included establishing partnerships with area businesses and community groups to strengthen programs and support school goals.

The results of the analysis of School Improvement Plans for Standard 4 are shown in Figure 17. The School Improvement Plan for School A identified strategies to increase parent awareness of student behavior issues, use outside agencies to emphasize character development, and to maintain an active Parent Teacher Organization. The School Improvement Plan for School B identified strategies to develop partnerships with parents and the community, to encourage parents to visit classrooms and participate in activities with students, and have students participate in a community service project. The School Improvement Plan for School C identified strategies for parent workshops, open houses, PTA meetings, concerts, and other special events.

#### Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner (ISLLC, 1996, p.18).

The observed evidence of ISLLC Standard 5 is shown in Figure 18. At School A, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 5 being utilized during 100% of the day. Practices included treating stakeholders with dignity and respect, protecting the rights and confidentiality of students during discussions with stakeholders, and demonstrating a personal and professional code of ethics

Figure 17

*Evidence of ISLLC Standard 4 Found in School Improvement Plans*

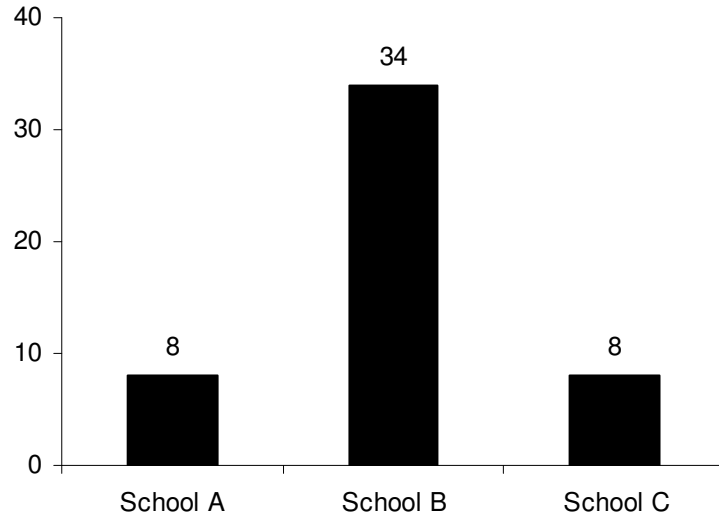
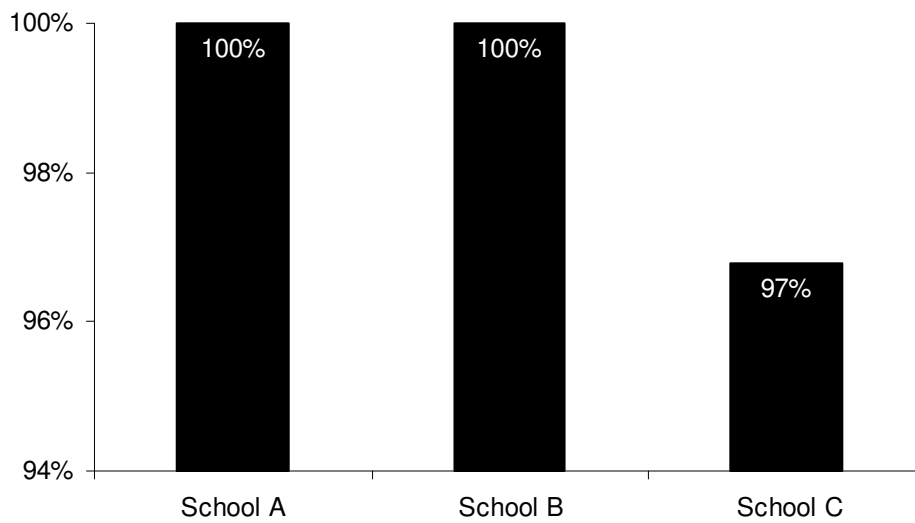


Figure 18

*Observed Evidence of ISLLC Standard 5*

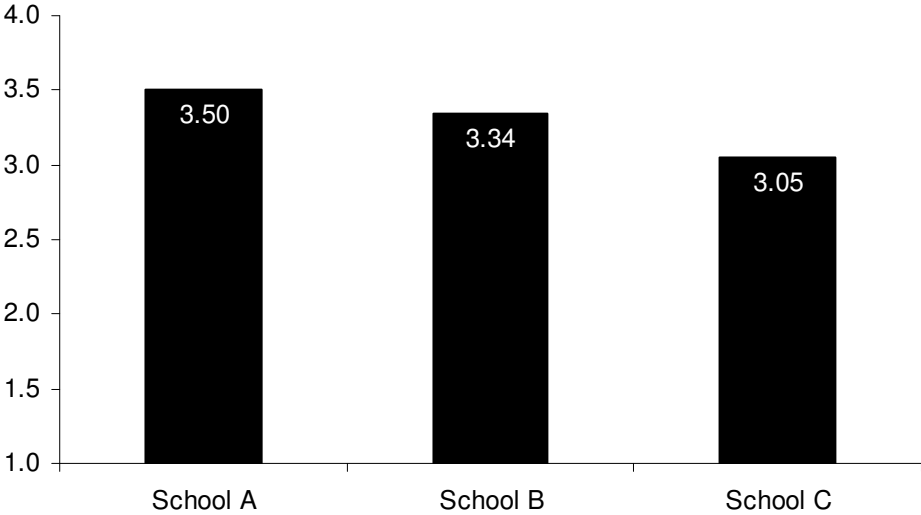


while interacting with students and staff. At School B, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 5 being utilized during 100% of the day. Practices included considering the impact of the principal's administration by being visible in all aspects of the school community, treating all with dignity and respect while interacting with students and staff, and demonstrating an appreciation for and sensitivity to diversity in the school community. At School C, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 5 being utilized during 97% of the day. Practices included treating students with dignity and respect by ensuring they have a clear understanding of the school rules and learning expectations, demonstration of a personal and professional code of ethics by being diligent in maintaining testing protocols and procedures and testing security, and expecting that others in the learning environment will demonstrate integrity and exercise ethical behavior by communicating behavioral and learning expectations to students through their interactions.

As shown in Figure 19, the Teacher Survey at School A yielded a rating of 3.5 on a scale of 4 and identified strengths in various ethical frameworks and perspectives, the principles found in the Bill of Rights, and subordinating one's own interest to the good of the school community. The Teacher Survey at School B yielded a rating of 3.34 on a scale of 4 and identified strengths in demonstrating values, beliefs, and attitudes that inspire others to higher levels of performance, treating people fairly, equitably, and with dignity and respect, and protecting the rights and confidentiality of students and staff.

Figure 19

*Teacher Survey Results: ISLLC Standard 5*



The Teacher Survey at School C yielded a rating of 3.05 on a scale of 4 and identified strengths in demonstrating values, beliefs, and attitudes that inspire others to higher levels of performance, treating people fairly, equitably, and with dignity and respect, and protecting the rights and confidentiality of students and staff.

As shown in Figure 20, the Principal Survey at School A yielded a rating of 3.93 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus bringing ethical principles to the decision-making process, demonstrating values, beliefs, and attitudes that inspire others to higher levels of performance, and opening the school to public scrutiny. The Principal Survey at School B yielded a rating of 4.00 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus bringing ethical principles to the decision-making process, serving as a role model, and protecting the rights and confidentiality of all students and staff. The Principal Survey at School C yielded a rating of 3.38 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus using the influence of one's office constructively and productively in the service of all students and their families and considers the impact of administrative practices on others. Identified limitations included not expecting that others in the school community will demonstrate integrity and exercise ethical behavior.

The results of the analysis of School Improvement Plans for Standard 5 are shown in Figure 21. The School Improvement Plan for School A identified strategies to incorporate a moment of silence and the Pledge of Allegiance into the school day plus including outside agencies in emphasizing character education. The School Improvement Plan for School B identified strategies for the establishment of criteria that

Figure 20

*Principal Survey Results: ISLLC Standard 5*

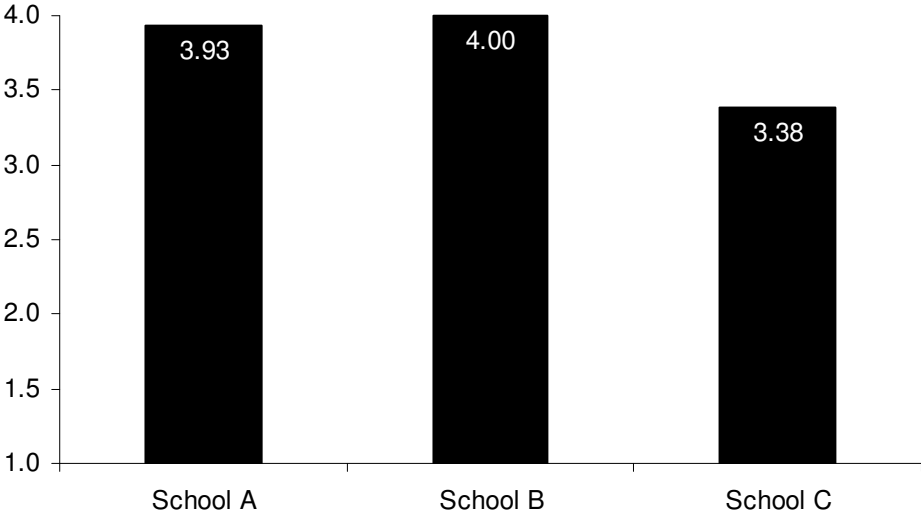
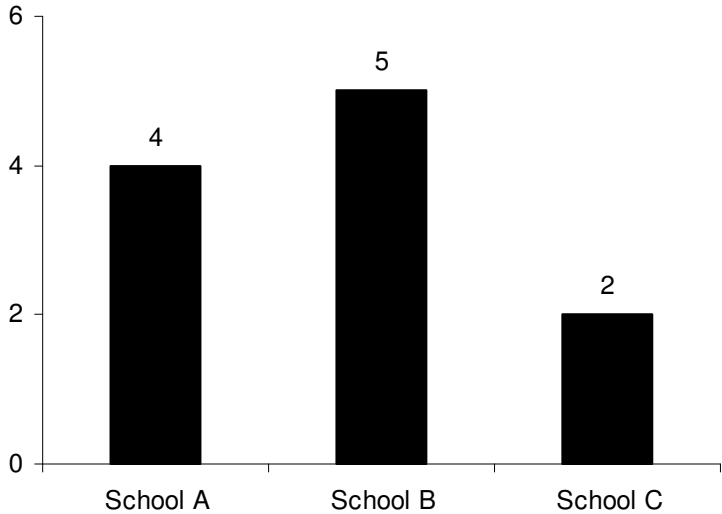


Figure 21

*Evidence of ISLLC Standard 5 Found in School Improvement Plans*



allow mutual respect among students and teachers to promote character building, assisting teachers to model positive character examples, and for keeping student records confidential. The School Improvement Plan for School C identified strategies for character education via the public address system and PTA newsletter.

#### Standard 6

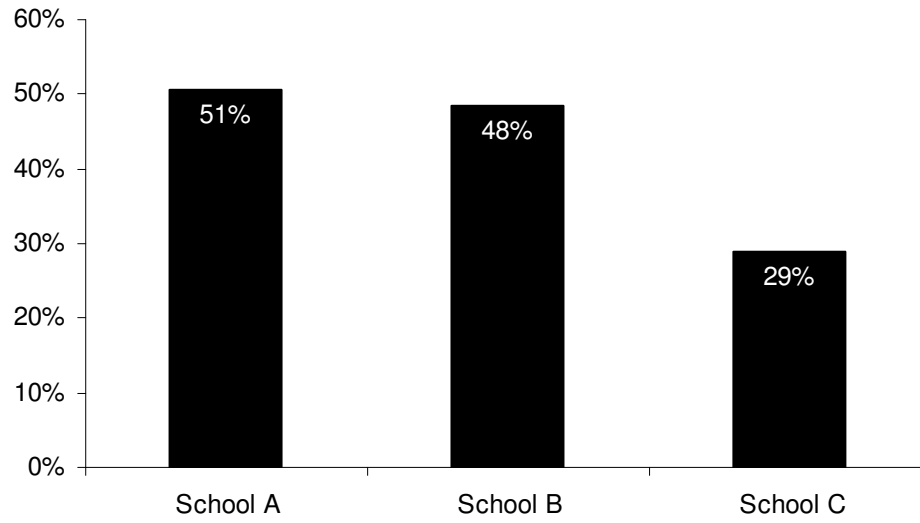
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (ISLLC, 1996, p.20).

The observed evidence of ISLLC Standard 6 is shown in Figure 22. At School A, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 6 being utilized during 51% of the day. Practices included escorting a misbehaving student to a classroom until transportation arrives to remove the student, visits students in the English as a Second Language (ESL) class and attempts to converse in Spanish, and meets with both the parent and student about an assignment to in-school suspension. At School B, the administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 6 being utilized during 48% of the day. Practices included phoning the human resource department to inquire about policies and protocols concerning a personnel issue, conferring with other stakeholders to obtain information related to the long-term suspension of a student in the Exceptional Children's program, and meeting with a teacher about a possible home visit resulting from a conflict between parent and student during a recent parent-teacher conference. At School C, the



Figure 22

*Observed Evidence of ISLLC Standard 6*



administrator was observed facilitating processes and engaging in activities that demonstrated evidence of ISLLC Standard 6 being utilized during 29% of the day. Practices included conferring on the phone about a Teacher of the Year nomination and discussing options for student placement and modifications to a student's behavior plan.

As shown in Figure 23, the Teacher Survey at School A yielded a rating of 3.39 on a scale of 4 and identified strengths in knowledge of the laws related to the public school system, the role of public education in our democratic society, and modeling effective strategies for change and conflict resolution. The Teacher Survey at School B yielded a rating of 2.95 on a scale of 4 and identified strengths in recognizing education as key to opportunity and social mobility. Identified limitations included the need to actively participate in the political and policy-making context in the service of education, encourage communication among the school community concerning trends, issues, and potential changes in the environment in which the school operates, and supporting an ongoing dialogue with representatives of diverse community groups. The Teacher Survey at School C yielded a rating of 2.87 on a scale of 4 and identified no strengths regarding Standard 6. Identified limitations included the need for maintaining an ongoing dialogue with representatives of diverse community school groups and actively participating in the political and policy-making context in the service of education.

As shown in Figure 24, the Principal Survey at School A yielded a rating of 3.53 on a scale of 4 and identified similar strengths as were found in the Teacher Survey plus understanding how the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities. The Principal Survey at School B yielded a rating of 3.63 on a scale of 4 and identified similar

Figure 23

*Teacher Survey Results: ISLLC Standard 6*

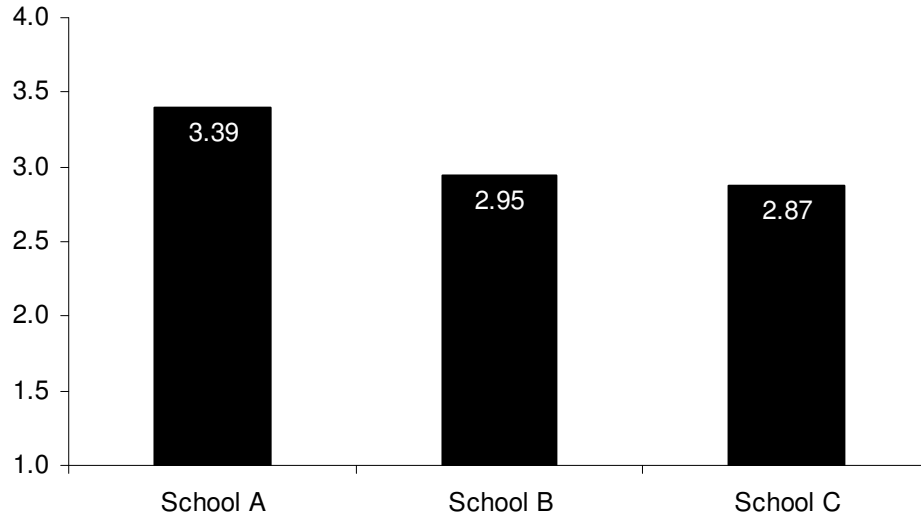
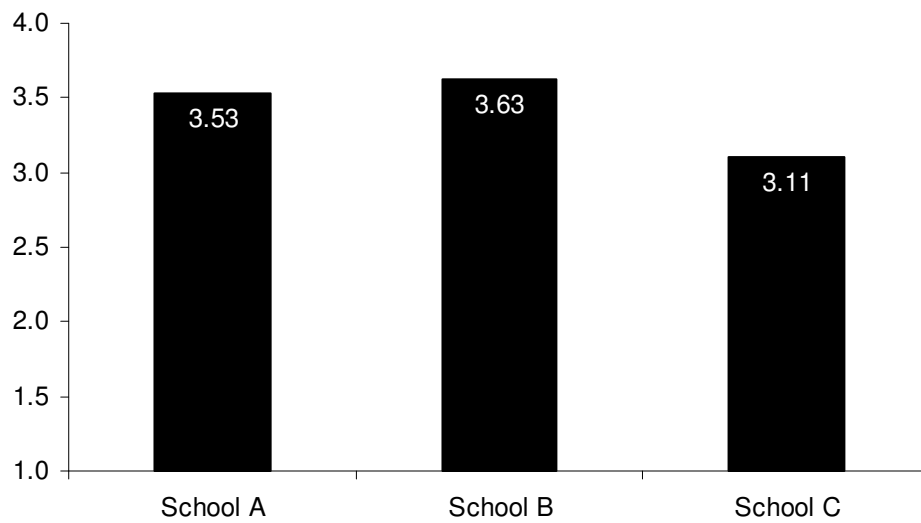


Figure 24

*Principal Survey Results: ISLLC Standard 6*



strengths as were found in the Teacher Survey plus using legal systems to protect student rights and improve student opportunities, acknowledging that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities, and understanding that public policy is shaped to provide quality education for students. The Principal Survey at School C yielded a rating of 3.11 on a scale of 4 and identified strengths in recognizing education as a key to opportunity and social mobility.

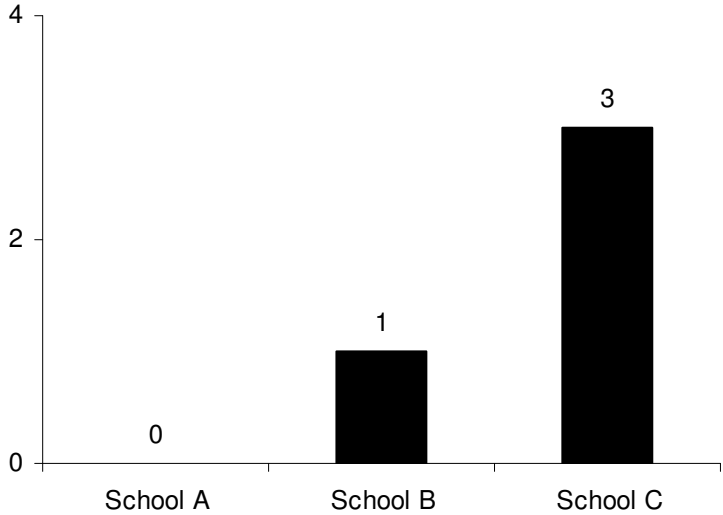
The results of the analysis of School Improvement Plans for Standard 6 are shown in Figure 25. The School Improvement Plan for School A had no strategies aligned with Standard 6. The School Improvement Plan for School B identified strategies to address attendance by educating students, parents, and staff on policy/law, by providing interventions that improve regular attendance as needed, and by providing a monitoring system of attendance for teacher use. The School Improvement Plan for School C identified strategies to feature student work in a variety of venues including the newspaper, The Learning Network, Work Weekly, The Forum, and other system-wide publications.

### Standardized Testing

Academic performance was collected from the North Carolina ABCs school report cards over the three-year period, 2001-02 through 2003-04 school-years. Middle school students are tested each year to determine the number of students at or above grade level in math and reading. Following is a discussion of the academic performance data for the three schools that participated in this pilot study.

Figure 25

*Evidence of ISLLC Standard 6 Found in School Improvement Plans*



## Reading

The three-year trends for the percentage of students at or above grade level for reading are found in Figure 26. The percentage of students at or above grade level in reading at School A peaked in 2002-03 at 77.9% but fell back to its 2001-02 level of 74.9% in 2003-04, 11.2% below the average in North Carolina middle schools, and was the lowest performing school in this pilot study. The data for School B showed a steady increase from 83.7% to 89.6% of its students at or above grade level in reading in 2003-04 which was 6.3% higher than the average for North Carolina middle schools of 84.3%. Of the schools in this pilot study, School B had the highest percentage of students at or above grade level in reading and showed a net gain of 7% over the three years analyzed in this study. The percentage of students at or above grade level in reading at School C increased from 73% in 2001-02 to 82.3% in 2003-04, a net gain of 12.7% which was more than twice the average net gain for middle schools in North Carolina of 6%.

## Math

The three-year trends for the percentage of students at or above grade level for math are found in Figure 27. The percentage of students at or above grade level in math at School A dropped from 82.2% in 2001-02 to 79.4% in 2002-03 and remained relatively flat for 2003-04 at 79.5%, 10.2% lower than the average for middle schools in North Carolina and a net loss of 3.3% over the three-year period. School B also showed a decrease in the percentage of students at or above grade level in math between 2001-02 and 2002-03, dropping from 92.7% to 88.7% but, rebounded in 2003-04 with 93.1% of its students at or above grade level in math, 5.2% higher than the

Figure 26

*Trend Analysis: Percentage of Students at or Above Grade Level for Reading*

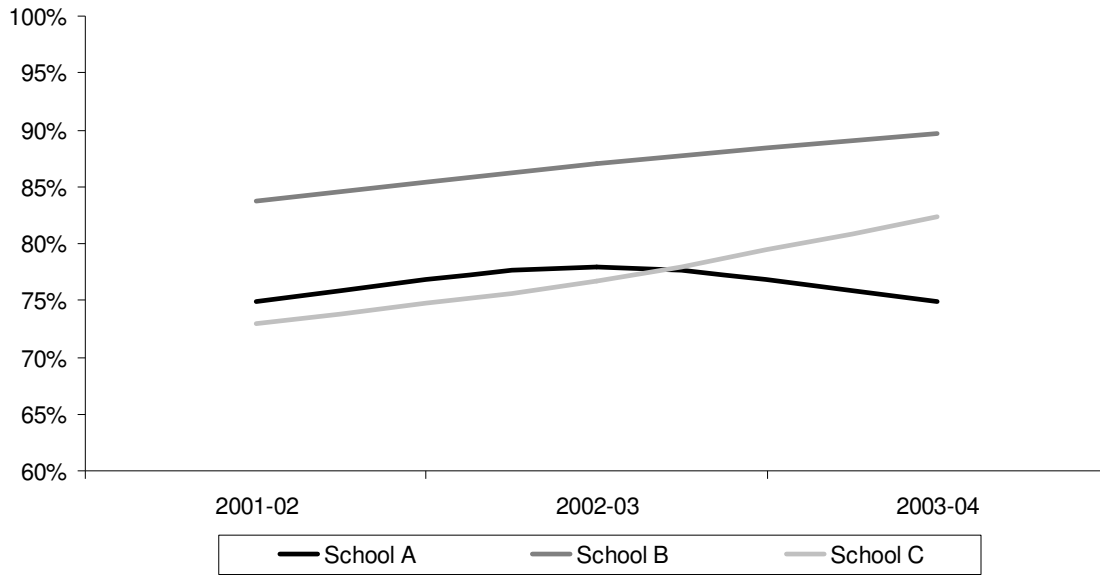
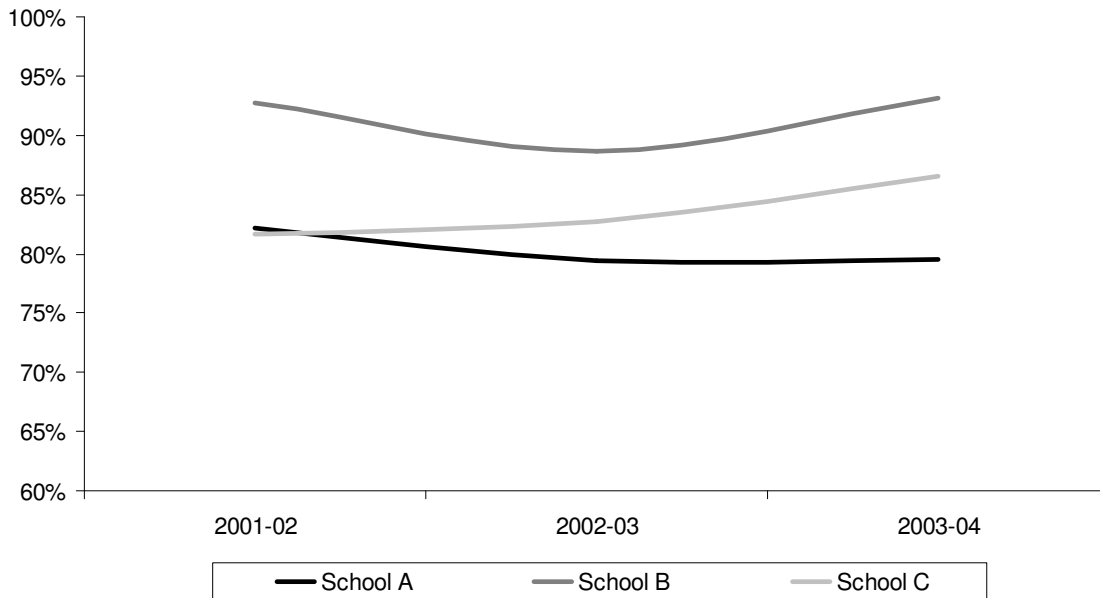


Figure 27

*Trend Analysis: Percentage of Students at or Above Grade Level for Math*



North Carolina average for middle schools. Of the schools in this pilot study, School B had the highest percentage of students at or above grade level in math. School C demonstrated the most improvement in the percentage of students at or above grade level in math with a net gain of 5.9% between a low of 81.7% in 2001-02 and a high of 86.5% in 2003-04, but remained 2.3% below the North Carolina average for middle schools.

#### Adequate Yearly Progress

As shown in Table 6, School A failed to make Adequate Yearly Progress (AYP) in 2002-03 and 2003-04. However, there was improvement in 2003-04 with only one missed target versus 2002-03 when there were five missed targets. School B failed to make AYP in 2002-03 by only one target but did make AYP in 2003-04 by meeting 21 of 21 targets, numerically the highest performing school in this pilot study with a 97.6% AYP achievement rate over the two-year period. School C failed to make AYP in 2002-03 with three missed targets but did make AYP in 2003-04 by meeting 21 of 21 targets.

#### Participating School Profiles

Demographic data for each participating school was obtained from the North Carolina Department of Public Instruction. As shown in Table 7, School B had the lowest number of minority and economically disadvantaged students, but did have the largest total number of students and the most National Board Certified teachers. School A had the lowest number of white and economically disadvantaged students. School A also had the highest teacher turnover rate, 53% for the 2003-04 school year. School C had the least number of students and the smallest average class size.



Table 6

*Adequate Yearly Progress Results*

|          | 2002-03  |              | 2003-04  |              |
|----------|----------|--------------|----------|--------------|
|          | Made AYP | Targets      | Made AYP | Targets      |
| School A | NO       | Met 20 of 25 | NO       | Met 26 of 27 |
| School B | NO       | Met 20 of 21 | YES      | Met 21 of 21 |
| School C | NO       | Met 18 of 21 | YES      | Met 21 of 21 |

Table 7

*Participating School Profiles*

| Students 2003-04 |        |        |           |       |          |       |                 |          |
|------------------|--------|--------|-----------|-------|----------|-------|-----------------|----------|
|                  | Gender |        | Ethnicity |       |          |       | Economic Status |          |
|                  | Male   | Female | White     | Black | Hispanic | Other | E.D.*           | N.E.D.** |
| School A         | 48%    | 52%    | 36%       | 53%   | 11%      | 0%    | 70%             | 30%      |
| School B         | 53%    | 47%    | 67%       | 26%   | 2%       | 5%    | 36%             | 64%      |
| School C         | 51%    | 49%    | 40%       | 53%   | 1%       | 6%    | 63%             | 37%      |

\* E.D. = Economically Disadvantaged  
\*\* N.E.D. = Not Economically Disadvantaged

| Teachers 2003-04 |        |          |                  |                          |               |
|------------------|--------|----------|------------------|--------------------------|---------------|
|                  | Number | Licensed | Advanced Degrees | National Board Certified | Turnover Rate |
| School A         | 38     | 63%      | 18%              | 0                        | 53%           |
| School B         | 51     | 86%      | 24%              | 5                        | 15%           |
| School C         | 36     | 83%      | 21%              | 1                        | 30%           |

| Schools 2003-04 |          |                    |                    |
|-----------------|----------|--------------------|--------------------|
|                 | Setting  | Number of Students | Average Class Size |
| School A        | Rural    | 581                | 26                 |
| School B        | Suburban | 744                | 26                 |
| School C        | Urban    | 400                | 21                 |

## CHAPTER 5: ANALYSIS

### Research Model

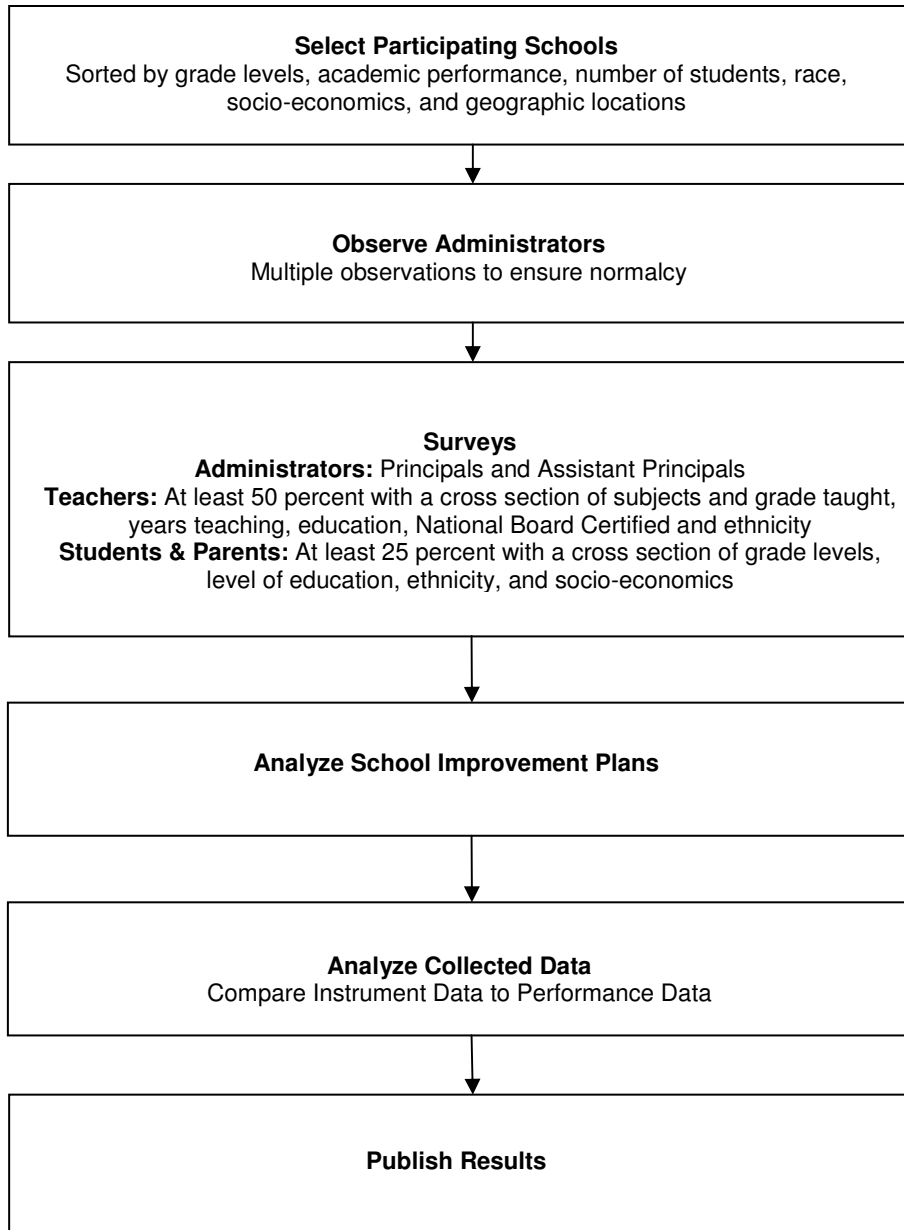
The purpose of this pilot study was to establish the feasibility and usefulness of the research model and instruments used for collecting data for use in a future expanded study. An expanded study would test the prevailing assumption that school administrators who adhere to the knowledge, disposition, and performance indicators found within the six ISLLC Standards will have academically successful schools as determined by federally approved state standardized testing. This pilot study did confirm that the research model shown in Figure 1 (Chapter 1) did provide valid and objective measures that can be used to determine whether the adherence to and the implementation of the ISLLC Standards affect a school's academic performance. Figure 28 shows the Proposed Research Model for Future Studies which is based on the suggestions contained in the following sections.

### Selection of Participating Schools

The process used to select schools for participation in this pilot study proved efficient. The data used (grade-levels served, academic performance as measured by End-of-Grade/Course Testing, number of students, and student race) would allow for an efficient comparison of schools in the targeted geographic areas of a larger study. In this pilot study, the decision to participate was left to individual school administrators which complicated the selection process by further reducing the pool of comparable schools to study. To insure a broader pool of participants, future studies should rely on both central office-level administrators and school principals for the decision of whether or not to participate.

Figure 28

*Proposed Research Model for Future Studies*



## Observation of Administrators

Each of the participating principals was observed by a different observer. As the trend analysis in Figure 29 shows, the process proved reliable by yielding information consistent across the spectrum. However, observing administrators for only one day limits the amount of and reliability of the data since situations pertaining to specific ISLLC Standards may or may not present themselves on any given day. Future investigators should consider multiple observations to ensure normalcy that will further confirm the validity of each ISLLC Standard.

## Surveys

The surveys used in this pilot study are quantitative instruments adapted by the author to include Likert Scale numerical values from the ISLLC Collaborative Professional Process (Jacobson & Van Meter, 1998). Participants were asked to rate themselves or their administrator on a total of 182 statements related to the knowledge, disposition, and performance indicators contained in the six ISLLC Standards by selecting either Little, Some, Sufficient, or Exemplary. The number of responses for each category were multiplied by the numeric value and divided by the total number of questions to determine an average for each of the six ISLLC Standards. Figure 30 contains an example of how the surveys were coded.

As shown in Figure 31, the principal at School B provided a much higher self-evaluation pertaining to ISLLC Standard 4 than the other principals. This perception of high collaboration with families and the community may be a contributing factor to the school's higher academic performance. Karen Mapp, Program Director at the Institute for Responsive Education in Boston, confirms that "studies conducted over the past 30

Figure 29

*Trend Analysis: Administrator Shadow Project Results*

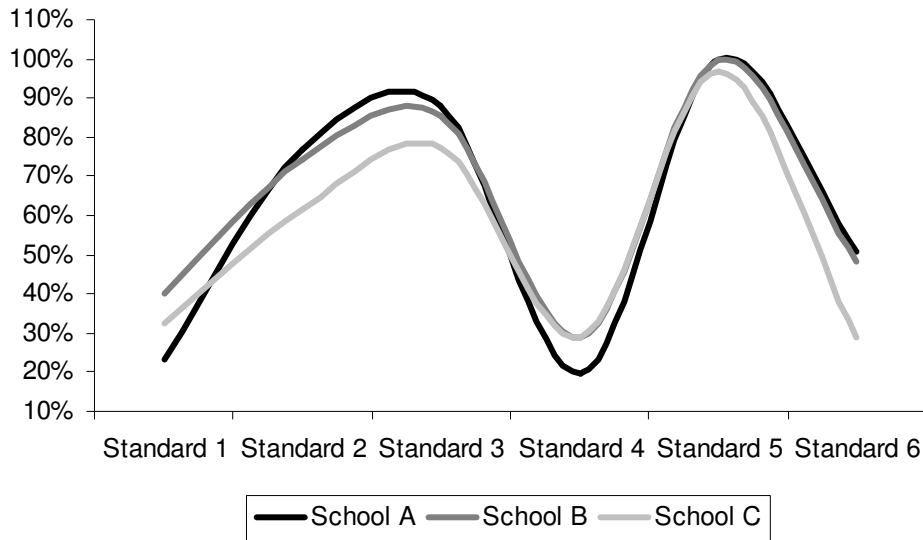


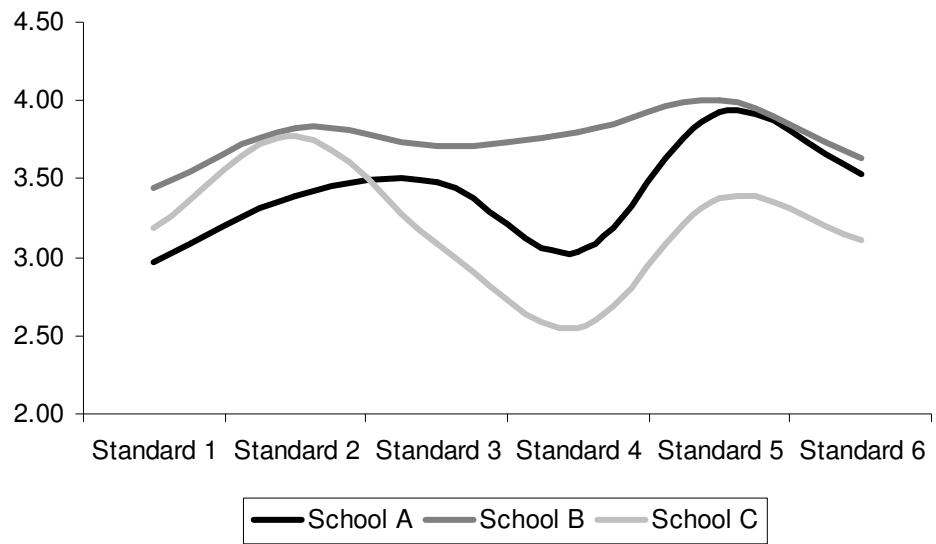
Figure 30

*Excerpt from Principal Survey Coding Worksheet*

| <i>To what extent do I have a CURRENT PERSONAL MASTERY of the following Knowledge indicators:</i> |        |      |            |           |
|---|--------|------|------------|-----------|
|   | LITTLE | SOME | SUFFICIENT | EXEMPLARY |
| student growth and development  |        |      | x          |           |
| applied learning theories   |        |      | x          |           |
| applied motivational theories   |        | x    |            |           |
| curriculum design, implementation, evaluation, and refinement                                     |        |      | x          |           |
| principles of effective instruction   |        |      |            | x         |
| measurement, evaluation, and assessment strategies  |        |      |            | x         |
| diversity and its meaning for educational programs  |        |      |            | x         |
| adult learning and professional development models  |        |      |            | x         |
| the change process for systems, organizations, and individuals                                    |        |      | x          |           |
| the role of technology in promoting student learning and professional growth                      |        |      | x          |           |
| school cultures   |        |      | x          |           |
| Number of Answers   | 0      | 1    | 6          | 4         |
| Category Value  | 1      | 2    | 3          | 4         |
| Points by Category (Value x Number of Answers)  | 0      | 2    | 18         | 12        |
| Total Points  | 32     |      |            |           |
| Rating (Total Points / Number of Questions)   | 2.91   |      |            |           |

Figure 31

*Trend Analysis: Principal Survey Results*



years have identified a relationship between parent involvement and student achievement” (1997, p.1).

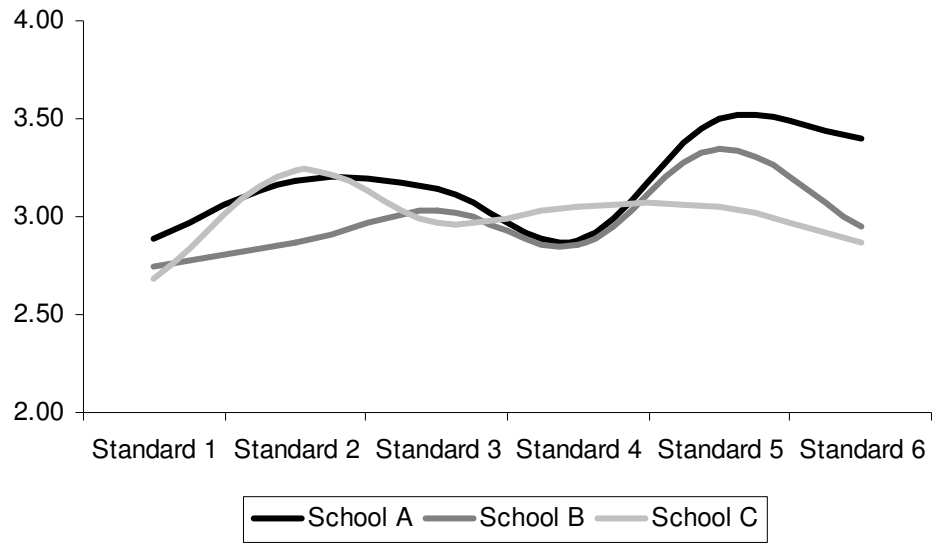
The results of the Teacher Survey, shown in Figure 32, depict similar trends for School A and School B. The teachers at School C rated their principal high for ISLLC Standard 2 which pertains to school culture and ISLLC Standard 4 which concerns collaboration with families and the community, but they gave significantly lower ratings on ISLLC Standard 5 which covers integrity and ethics. If the teachers believe that they or their students are not being dealt with in a fair and ethical manner they most likely are not willing to put forth the extra effort required of a high academic performing school. The use of surveys has proven a useful comparative tool and should be included in a larger future study. However, to get a clearer indication of the current perceptions, the scope of the surveys should be expanded to include assistant principals and at least 50% of the teaching staff with a cross-section of subjects and grade-levels taught, years teaching, level of education, National Board certified, and ethnicity. Future researchers may find it useful to also survey students and parents because of the perspective they will add through their role as consumer of the education services provided by their school.

### School Improvement Plans

Each School Improvement Plan (SIP) varied greatly in its format and content. Analyzing the correlation of the elements of each SIP to the ISLLC Standards provided useful data and knowledge regarding the culture of each participating school. As shown in Table 5 (Chapter 4), School B was found to have 135 items directly correlated to the

Figure 32

*Trend Analysis: Teacher Survey Results*





ISLLC Standards, 63% more than School C and 265% more than School A. The disparity between schools for each ISLLC Standard is shown in Figure 33.

Specifically, School B had 47 items for ISLLC Standard 2 which covers the school culture and instructional program, 42 items for ISLLC Standard 3 which relates to the management and organization of the school, and 34 items for ISLLC Standard 4 which pertains to collaboration with families and the community. ISLLC Standards 2, 3, and 4 are three very critical areas that can positively impact a school's academic performance. But, merely including improvements related to these ISLLC Standards will have little or no impact unless the plan is successfully implemented. This step in the research model as a viable comparative data source was validated by the disparity found between the participating schools when analyzing their School Improvement Plans and is recommended for inclusion in a future study.

## Instruments

Each of the four instruments used to collect data from study participants pertaining to the ISLLC Standards were validated through the triangulation of the "different data sources of information by examining evidence from the sources" (Creswell, 2003, p.196). Results for each data source were coded and totaled by ISLLC Standard before being converted to percentages. The percentages were then placed into a data table and graphed using Microsoft Excel software and yielded a similar trend pattern though with differing levels of evidence, as shown in Figure 34. The observations of participating principals resulted in a more dramatic wave due to the difficulty of actually seeing actions pertaining to the vision (Standard 1), collaboration with families and communities (Standard 4), and an administrator's relationship to the

Figure 33

*Data Analysis: School Improvement Plans*

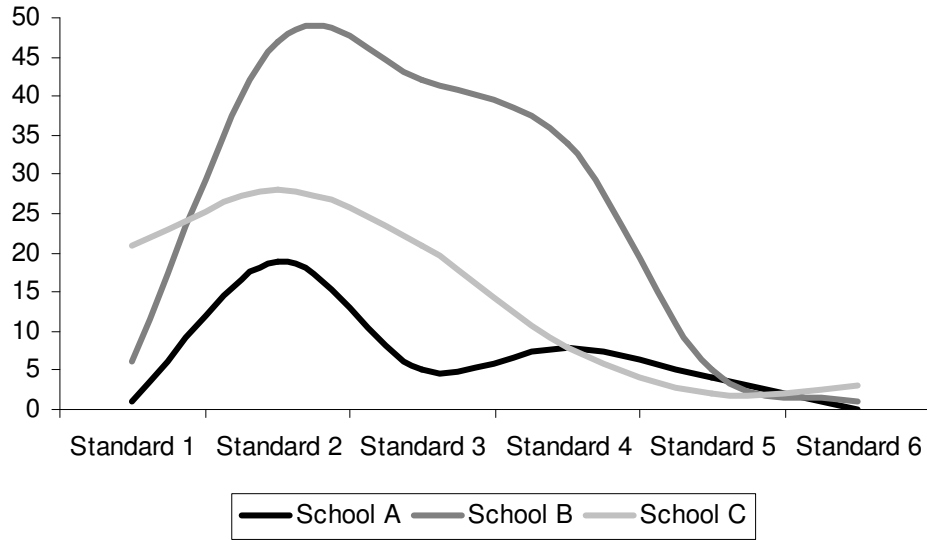
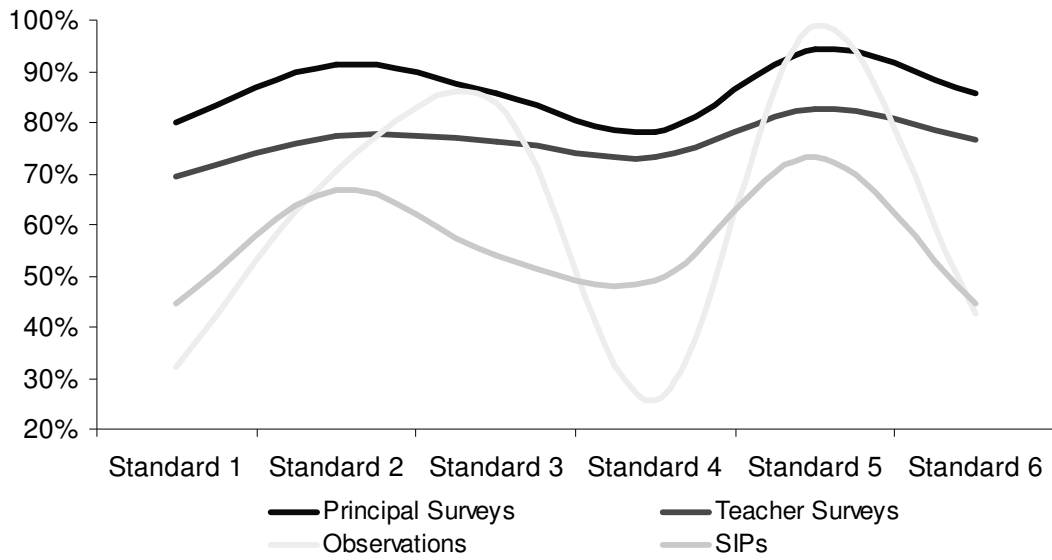


Figure 34

*Trend Analysis: Data Collection Instruments*



larger political and legal contexts (Standard 6) during a single day. To avoid this anomaly in future studies, it is recommended that multiple observations take place.

Each of the data collection instruments did prove efficient in their use and produced viable data thereby confirming the validity of each for use in a future larger study regarding the impact of the ISLLC Standards on academic performance.

### ISLLC Standards Analyses

Across the data collection instruments, as shown in Table 8, ISLLC Standard 5, which pertains to the administrator “acting with integrity, fairness, and in an ethical manner” (ISLLC, 1996, p.18) had the highest evidence of use with an average of 87.2%. ISLLC Standard 2, which covers “advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth” (ISLLC, p.12) had the second highest evidence of use with an average of 76.5%, and was virtually even with ISLLC Standard 3 which relates to the “management of the organization, operations, and resources for a safe, efficient, and effective learning environment” (ISLLC, p.14) with an average of 74.9%. These findings are consistent with the historical alignment of education administration with business administration and therefore are the most deeply rooted ideals held by school principals. These ISLLC Standards are also the easiest to measure due to their more tangible nature rather than the more subjective nature of the remaining ISLLC Standards. For example, teachers can look to the number of professional development opportunities that they have had, people can point to specific incidents related to the level of fairness and integrity demonstrated by their school’s administration, and efficient management of the

Table 8

*Data Comparison: Data Collection Instruments*

| Instrument        | ISLLC Standard |       |       |       |       |       |
|-------------------|----------------|-------|-------|-------|-------|-------|
|                   | 1              | 2     | 3     | 4     | 5     | 6     |
| Principal Surveys | 79.9%          | 91.5% | 85.5% | 78.2% | 94.3% | 85.5% |
| Teacher Surveys   | 69.4%          | 77.4% | 76.2% | 73.3% | 82.5% | 76.8% |
| Observations      | 32.0%          | 70.7% | 83.7% | 25.8% | 98.9% | 42.7% |
| SIPs              | 44.4%          | 66.7% | 54.0% | 49.0% | 73.3% | 44.4% |
| Average           | 56.4%          | 76.5% | 74.9% | 56.6% | 87.2% | 62.4% |

organization can be determined through a variety of indicators not related to the ISLLC Standards.

ISLLC Standard 1, at an average of 56.4%, which addresses “the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community” (ISLLC, 1996, p.10) and ISLLC Standard 4, at an average of 56.6%, which relates to “collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources” (ISLLC, p.16) has the lowest averages across the data collection instruments. A possible explanation for their lower numbers are that ISLLC Standards 1, 4, and 6 are more subjective because individuals often harbor their own perception of what the vision should be, what constitutes collaboration with families and community members, and how the larger political and legal contexts should be incorporated.

The average results detailed in Table 9 do not show a significant difference between the schools. But, School B, the top academically performing school based on the End-of-Grade Tests, had the highest evidences of the ISLLC Standards except as reflected by the teacher survey. This may be attributed to a recent change in school principals and the attendant comparison to the previous administration. The creation of a positive school climate and the use of collaborative school leadership were particularly evident at School B.

The principals reported that they understood and were adhering to the ISLLC Standards at a higher rate than their teachers indicated, particularly at School B. On a scale of 1 – 4, the principal’s average rating was 3.73 as compared to the teachers’ average rating of the principal being 2.97. This raises several questions that require

Table 9

*Data Comparison: Data Collection Instruments by School*

| Administrator Shadow Project Results     |             |                |                  |      |      |      |         |
|--|-------------|----------------|------------------|------|------|------|---------|
| ISLLC Standards                          |             |                |                  |      |      |      |         |
|  | 1           | 2              | 3                | 4    | 5    | 6    | Average |
| School A                                 | 23%         | 77%            | 88%              | 19%  | 100% | 51%  | 60%     |
| School B                                 | 40%         | 74%            | 85%              | 29%  | 100% | 48%  | 63%     |
| School C                                 | 32%         | 61%            | 77%              | 29%  | 97%  | 29%  | 54%     |
| Teacher Survey Results                   |             |                |                  |      |      |      |         |
| ISLLC Standards                          |             |                |                  |      |      |      |         |
|  | 1           | 2              | 3                | 4    | 5    | 6    | Average |
| School A                                 | 2.89        | 3.18           | 3.14             | 2.88 | 3.5  | 3.39 | 3.16    |
| School B                                 | 2.75        | 2.87           | 3.03             | 2.86 | 3.34 | 2.95 | 2.97    |
| School C                                 | 2.69        | 3.23           | 2.97             | 3.05 | 3.05 | 2.87 | 2.98    |
| Principal Survey Results                 |             |                |                  |      |      |      |         |
| ISLLC Standards                          |             |                |                  |      |      |      |         |
|  | 1           | 2              | 3                | 4    | 5    | 6    | Average |
| School A                                 | 2.97        | 3.38           | 3.47             | 3.03 | 3.93 | 3.53 | 3.39    |
| School B                                 | 3.44        | 3.82           | 3.71             | 3.79 | 4.00 | 3.63 | 3.73    |
| School C                                 | 3.19        | 3.77           | 3.08             | 2.55 | 3.38 | 3.11 | 3.18    |
| School Improvement Plan Analysis Results |             |                |                  |      |      |      |         |
| ISLLC Standards                          |             |                |                  |      |      |      |         |
|  | 1           | 2              | 3                | 4    | 5    | 6    | Total   |
| School A                                 | 1           | 19             | 5                | 8    | 4    | 0    | 37      |
| School B                                 | 6           | 47             | 42               | 34   | 5    | 1    | 135     |
| School C                                 | 21          | 28             | 21               | 8    | 2    | 3    | 83      |
| Summary of Study Results                 |             |                |                  |      |      |      |         |
|  | Shadow Data | Teacher Survey | Principal Survey | SIP  | EOG  |      |         |
| School A                                 | 60%         | 3.16           | 3.39             | 37   | 77.2 |      |         |
| School B                                 | 63%         | 2.97           | 3.73             | 135  | 91.4 |      |         |
| School C                                 | 54%         | 2.98           | 3.18             | 83   | 84.4 |      |         |

further research: “How do you make teachers aware of the ISLLC Standards and the principles they represent?”, “How do you communicate more effectively and more often the mission of the school?” and, “How do you increase community involvement?”

### Variables

Adherence to professional standards is only one of several factors that will influence academic performance. School B is part of a high-wealth district, located in an upper middle class neighborhood, and has the lowest number of economically disadvantaged students (36% as compared to 70% for School A and 63% for School C). Therefore, one must also take into account the wealth of the school system and the economic status of the students and community when determining the impact of professional standards on academic performance.

### Limitations

The very small study group, only 3 schools out of 2,100 in North Carolina, surveying only two teachers per school, and administrator observations being conducted by three different persons possibly reducing consistency are three limitations identified in this study.

### Conclusion

It is apparent as a result of this pilot study that each of the administrators appears to possess a working knowledge of the ISLLC Standards. However, knowledge of the ISLLC Standards alone does not affect performance. The ISLLC Standards can be compared to a road map which is merely one of many tools that can lead one to a destination, but only if one knows how to use it properly. The principal must also be

sensitive to the fact that “as teachers receive emotional, moral, and intellectual support from a network of colleagues they are better able to focus their attention and coordinated action on student learning and behavior” (Jackson & Davis, 2000, p.128).

Finally, the principals at each of the three schools that participated in this pilot study demonstrated knowledge of the ISLLC Standards, but “unless these Standards influence actual practice, they will become just another theoretical model gathering dust on the library shelf” (Hessel & Holloway, 2001, How Are They Being Applied? section, ¶ 4).



## REFERENCES

- Anderson, G. L., Creighton, T., Dantley, M., English, F., Furman, G., Gronn, P., & Marshall, C. (2002). Invited commentary: Problematizing the ISLLC standards and exam. Retrieved Aug. 04, 2005, from Newsletter Web site: <http://35.8.171.42/area/divisions/a/anews/spring02.htm>.
- Anthes, K. (2005). Leader standards. Retrieved Aug. 04, 2005, from Highlights Web site: [www.ecs.org/clearinghouse/58/19/5819.doc](http://www.ecs.org/clearinghouse/58/19/5819.doc).
- Boeckmann, M. E. (2001). Leadership: Values and Performance Retrieved Aug 04, 2005, from LookSmart FindArticles database.
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. 2nd ed. Thousand Oaks, CA: Sage Publications, Inc.
- Educational Testing Service. (2006). State requirements. Retrieved Feb. 09, 2006, from <http://www.ets.org/portal/site/ets/menuitem.22f30af61d34e9c39a77b13bc3921509/?vgnnextoid=0fdc197a484f4010VgnVCM10000022f95190RCRD>.
- Gil, L. S. (2001, May 16). Peer evaluation: It's not just for teachers. *ACSA Publications: Leadership Magazine*, Retrieved Aug 04, 2005, from [www.acsa.org/publications/pub\\_detail.cfm?leadershipPubID=1027](http://www.acsa.org/publications/pub_detail.cfm?leadershipPubID=1027).
- Glass, T.E., & Bearman, A. (2003). Superintendent selection of secondary school principals. Retrieved Aug. 04, 2005, from Education Commission of the States Issue Paper Web site: [www.ecs.org/clearinghouse/42/84/4284.htm](http://www.ecs.org/clearinghouse/42/84/4284.htm).
- Hessel, K., & Holloway, J. (2001). School leaders and standards: A vision for leadership. Retrieved Aug 04, 2005, from ICP Online database.

Interstate School Leaders Licensure Consortium. (1996). Standards for school leaders.

Washington, DC: Council of Chief State School Officers.

Institute for Educational Leadership. (2000). *Leadership for student learning:*

*Reinventing the principalship.* Washington, DC: Institute of Educational Leadership, Inc.

Jackson, A., & Davis, G. (2000). *Turning points 2000: Educating adolescents in the 21st century.* New York: Teachers College Press.

Jacobson & Van Meter. (1998). *DRAFT - ISLLC collaborative professional process for school leaders.* Washington, DC: Council of Chief State School Officers.

Lounsbury, J., & Clark, D. (1990). *Inside grade eight: From apathy to excitement.*

Reston, VA: National Association of Secondary School Principals.

Mapp, K. (1997). Making the connection between families and schools. *The Harvard Education Letter*, (5), 45-48.

McCarthy, M. (2005). Prologue to challenging the present, creating the future. Retrieved Aug. 04, 2005, from <http://cnx.rice.edu/content/m12946/latest/>.

Murphy, J. (2003). *Reculturing educational leadership: The ISLLC standards ten years out.* Washington, DC: National Policy Board for Educational Administration.

Public Schools of North Carolina. (2005). ABCs 2005 Accountability Report Background Packet Retrieved Sep 14, 2005, from North Carolina Department of Public Instruction's database.

Silver, M. (2004). Trends in school reform. Retrieved Aug. 04, 2005, from Transforming Education Web site: [www.newhorizons.org/trans/silver2.htm](http://www.newhorizons.org/trans/silver2.htm)

## APPENDIXES

### Appendix A: Principal Survey<sup>1</sup>

#### Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

To what extent do I have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Learning goals in a pluralistic society                            | 0             | 0           | 0                 | 0                |
| The principles of developing and implementing strategic plans      | 0             | 0           | 0                 | 0                |
| Systems theory   | 0             | 0           | 0                 | 0                |
| Information sources, data collection, and data analysis strategies | 0             | 0           | 0                 | 0                |
| Effective communication  | 0             | 0           | 0                 | 0                |
| Effective consensus-building and negotiation skills                | 0             | 0           | 0                 | 0                |

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following

**Disposition** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| The educability of all   | 0             | 0           | 0                 | 0                |
| A school vision of high standards of learning  | 0             | 0           | 0                 | 0                |
| Continuous school improvement  | 0             | 0           | 0                 | 0                |
| The inclusion of all members of the school community   | 0             | 0           | 0                 | 0                |
| Ensuring that students have the knowledge, skills, and values needed to become successful adults | 0             | 0           | 0                 | 0                |
| A willingness to continuously examine one's own assumptions, beliefs, and practices              | 0             | 0           | 0                 | 0                |
| Doing the work required for high levels of personal and organizational performance               | 0             | 0           | 0                 | 0                |

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following

**Performance** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| The vision and mission of the school are effectively communicated to staff, students, and community members                    | 0             | 0           | 0                 | 0                |
| The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities                | 0             | 0           | 0                 | 0                |
| The core beliefs of the school vision are modeled for all stakeholders   | 0             | 0           | 0                 | 0                |
| The vision is developed with and among stakeholders  | 0             | 0           | 0                 | 0                |
| The contributions of school community members to the realization of the vision are recognized and celebrated                   | 0             | 0           | 0                 | 0                |
| Progress toward the vision and mission is communicated to all stakeholders   | 0             | 0           | 0                 | 0                |
| The school community is involved in school improvement efforts   | 0             | 0           | 0                 | 0                |
| The vision shapes the educational programs, plans, and actions   | 0             | 0           | 0                 | 0                |
| An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated | 0             | 0           | 0                 | 0                |
| Assessment data related to student learning are used to develop the school vision and goals                                    | 0             | 0           | 0                 | 0                |
| Relevant demographic data pertaining to students and their families are used in developing the school mission and goals        | 0             | 0           | 0                 | 0                |
| Barriers to achieving the vision are identified, clarified, and addressed  | 0             | 0           | 0                 | 0                |
| Needed resources are sought and obtained to support the implementation of the school mission and goals                         | 0             | 0           | 0                 | 0                |
| Existing resources are used in support of the school vision and goals  | 0             | 0           | 0                 | 0                |
| The vision, mission, and implementation plans are regularly monitored, evaluated, and revised                                  | 0             | 0           | 0                 | 0                |

<sup>1</sup> Adapted from ISLLC Collaborative Professional Process for School Leaders (Jacobson & Van Meter, 1998)

**Standard 2**

A school administrator is an educational leader who promotes the success of all students by advocating nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

To what extent do I have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Student growth and development   | 0             | 0           | 0                 | 0                |
| Applied learning theories  | 0             | 0           | 0                 | 0                |
| Applied motivational theories  | 0             | 0           | 0                 | 0                |
| Curriculum design, implementation, evaluation, and refinement                | 0             | 0           | 0                 | 0                |
| Principles of effective instruction  | 0             | 0           | 0                 | 0                |
| Measurement, evaluation, and assessment strategies                           | 0             | 0           | 0                 | 0                |
| Diversity and its meaning for educational programs                           | 0             | 0           | 0                 | 0                |
| Adult learning and professional development models                           | 0             | 0           | 0                 | 0                |
| The change process for systems, organizations, and individuals               | 0             | 0           | 0                 | 0                |
| The role of technology in promoting student learning and professional growth | 0             | 0           | 0                 | 0                |
| School cultures  | 0             | 0           | 0                 | 0                |

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following **Disposition** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Student learning as the fundamental purpose of schooling           | 0             | 0           | 0                 | 0                |
| The proposition that all students can learn                        | 0             | 0           | 0                 | 0                |
| The variety of ways in which students can learn                    | 0             | 0           | 0                 | 0                |
| Life long learning for self and others                             | 0             | 0           | 0                 | 0                |
| Professional development as an integral part of school improvement | 0             | 0           | 0                 | 0                |
| The benefits that diversity brings to the school community         | 0             | 0           | 0                 | 0                |
| A safe and supportive learning environment                         | 0             | 0           | 0                 | 0                |
| Preparing students to be contributing members of society           | 0             | 0           | 0                 | 0                |

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| All individuals are treated with fairness, dignity, and respect   | 0             | 0           | 0                 | 0                |
| Professional development promotes a focus on student learning consistent with the school vision and goals       | 0             | 0           | 0                 | 0                |
| Students and staff feel valued and important  | 0             | 0           | 0                 | 0                |
| The responsibilities and contributions of each individual are acknowledged                                      | 0             | 0           | 0                 | 0                |
| Barriers to student learning are identified, clarified, and addressed   | 0             | 0           | 0                 | 0                |
| Diversity is considered in developing learning experiences  | 0             | 0           | 0                 | 0                |
| Life long learning is encouraged and modeled  | 0             | 0           | 0                 | 0                |
| There is a culture of high expectations for self, student, and staff performance                                | 0             | 0           | 0                 | 0                |
| Technologies are used in teaching and learning  | 0             | 0           | 0                 | 0                |
| Student and staff accomplishments are recognized and celebrated   | 0             | 0           | 0                 | 0                |
| Multiple opportunities to learn are available to all students   | 0             | 0           | 0                 | 0                |
| The school is organized and aligned for success   | 0             | 0           | 0                 | 0                |
| Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined       | 0             | 0           | 0                 | 0                |
| Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies | 0             | 0           | 0                 | 0                |
| The school culture and climate are assessed on a regular basis  | 0             | 0           | 0                 | 0                |
| A variety of sources of information is used to make decisions   | 0             | 0           | 0                 | 0                |
| Student learning is assessed using a variety of techniques  | 0             | 0           | 0                 | 0                |
| Multiple sources of information regarding performance are used by staff and students                            | 0             | 0           | 0                 | 0                |
| A variety of supervisory and evaluation models is employed  | 0             | 0           | 0                 | 0                |
| Pupil personnel programs are developed to meet the needs of students and their families                         | 0             | 0           | 0                 | 0                |

**Standard 3**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

To what extent do I have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| Theories and models of organizations and the principles of organizational development | 0             | 0           | 0                 | 0                |
| Operational procedures at the school and district level                               | 0             | 0           | 0                 | 0                |
| Principles and issues relating to school safety and security                          | 0             | 0           | 0                 | 0                |
| Human resources management and development  | 0             | 0           | 0                 | 0                |
| Principles and issues relating to fiscal operations of school management              | 0             | 0           | 0                 | 0                |
| Principles and issues relating to school facilities and use of space                  | 0             | 0           | 0                 | 0                |
| Legal issues impacting school operations  | 0             | 0           | 0                 | 0                |
| Current technologies that support management functions                                | 0             | 0           | 0                 | 0                |

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following **Disposition** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Making management decisions to enhance learning and teaching | 0             | 0           | 0                 | 0                |
| Taking risks to improve schools                              | 0             | 0           | 0                 | 0                |
| Trusting people and their judgments                          | 0             | 0           | 0                 | 0                |
| Accepting responsibility                                     | 0             | 0           | 0                 | 0                |
| High-quality standards, expectations, and performances       | 0             | 0           | 0                 | 0                |
| Involving stakeholders in management processes               | 0             | 0           | 0                 | 0                |
| A safe environment   | 0             | 0           | 0                 | 0                |

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Knowledge of learning, teaching, and student development is used to inform management decisions      | 0             | 0           | 0                 | 0                |
| Operational procedures are designed and managed to maximize opportunities for successful learning    | 0             | 0           | 0                 | 0                |
| Emerging trends are recognized, studied, and applied as appropriate                                  | 0             | 0           | 0                 | 0                |
| Operational plans and procedures to achieve the vision and goals of the school are in place          | 0             | 0           | 0                 | 0                |
| Collective bargaining and other contractual agreements related to the school are effectively managed | 0             | 0           | 0                 | 0                |
| The school plant, equipment, and support systems operate safely, efficiently, and effectively        | 0             | 0           | 0                 | 0                |
| Time is managed to maximize attainment of organizational goals                                       | 0             | 0           | 0                 | 0                |
| Potential problems and opportunities are identified  | 0             | 0           | 0                 | 0                |
| Problems are confronted and resolved in a timely manner  | 0             | 0           | 0                 | 0                |
| Financial, human, and material resources are aligned to the goals of schools                         | 0             | 0           | 0                 | 0                |
| The school acts entrepreneurially to support continuous improvement                                  | 0             | 0           | 0                 | 0                |
| Organizational systems are regularly monitored and modified as needed                                | 0             | 0           | 0                 | 0                |
| Stakeholders are involved in decisions affecting schools   | 0             | 0           | 0                 | 0                |
| Responsibility is shared to maximize ownership and accountability                                    | 0             | 0           | 0                 | 0                |
| Effective problem-framing and problem-solving skills are used  | 0             | 0           | 0                 | 0                |
| Effective conflict resolution skills are used  | 0             | 0           | 0                 | 0                |
| Effective group-process and consensus-building skills are used                                       | 0             | 0           | 0                 | 0                |
| Effective communication skills are used  | 0             | 0           | 0                 | 0                |
| There is effective use of technology to manage school operations                                     | 0             | 0           | 0                 | 0                |
| Fiscal resources of the school are managed responsibly, efficiently, and effectively                 | 0             | 0           | 0                 | 0                |
| A safe, clean, and aesthetically pleasing school environment is created and maintained               | 0             | 0           | 0                 | 0                |
| Human resource functions support the attainment of school goals                                      | 0             | 0           | 0                 | 0                |
| Confidentiality and privacy of school records are maintained   | 0             | 0           | 0                 | 0                |

**Standard 4**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing resources.

To what extent do I have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Emerging issues and trends that potentially impact the school community                                | 0             | 0           | 0                 | 0                |
| The conditions and dynamics of the diverse school community  | 0             | 0           | 0                 | 0                |
| Community resources  | 0             | 0           | 0                 | 0                |
| Community relations and marketing strategies and processes   | 0             | 0           | 0                 | 0                |
| Successful models of school, family, business, community, government and higher education partnerships | 0             | 0           | 0                 | 0                |

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following **Disposition** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Schools operating as an integral part of the larger community                                    | 0             | 0           | 0                 | 0                |
| Collaboration and communication with families  | 0             | 0           | 0                 | 0                |
| Involvement of families and other stakeholders in school decision-making processes               | 0             | 0           | 0                 | 0                |
| The proposition that diversity enriches the school   | 0             | 0           | 0                 | 0                |
| Families as partners in the education of their children  | 0             | 0           | 0                 | 0                |
| The proposition families have the best interests of their children in mind                       | 0             | 0           | 0                 | 0                |
| Resources of the family and community needing to be brought to bear on the education of students | 0             | 0           | 0                 | 0                |
| An informed public   | 0             | 0           | 0                 | 0                |

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| High visibility, active involvement, and communication with the larger community is a priority  | 0             | 0           | 0                 | 0                |
| Relationships with community leaders are identified and nurtured  | 0             | 0           | 0                 | 0                |
| Information about family and community concerns, expectations, and needs is used regularly  | 0             | 0           | 0                 | 0                |
| There is outreach to different business, religious, political, and service agencies and organizations   | 0             | 0           | 0                 | 0                |
| Credence is given to individuals and groups whose values and opinions may conflict  | 0             | 0           | 0                 | 0                |
| The school and community serve one another as resources   | 0             | 0           | 0                 | 0                |
| Available community resources are secured to help the school solve problems and achieve goals   | 0             | 0           | 0                 | 0                |
| Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals | 0             | 0           | 0                 | 0                |
| Community youth family services are integrated with school programs   | 0             | 0           | 0                 | 0                |
| Community stakeholders are treated equitably  | 0             | 0           | 0                 | 0                |
| Diversity is recognized and valued  | 0             | 0           | 0                 | 0                |
| Effective media relations are developed and maintained  | 0             | 0           | 0                 | 0                |
| A comprehensive program of community relations is established   | 0             | 0           | 0                 | 0                |
| Public resources and funds are used appropriately and wisely  | 0             | 0           | 0                 | 0                |
| Community collaboration is modeled for staff  | 0             | 0           | 0                 | 0                |
| Opportunities for staff to develop collaborative skills are provided  | 0             | 0           | 0                 | 0                |

**Standard 5**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

To what extent do I have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| The purpose of education and the role of leadership in modern society | 0             | 0           | 0                 | 0                |
| Various ethical frameworks and perspectives on ethics                 | 0             | 0           | 0                 | 0                |
| The values of the diverse school community                            | 0             | 0           | 0                 | 0                |
| Professional codes of ethics  | 0             | 0           | 0                 | 0                |
| The philosophy and history of education                               | 0             | 0           | 0                 | 0                |

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following **Disposition** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| The ideal of the common good  | 0             | 0           | 0                 | 0                |
| The principles of the Bill of Rights  | 0             | 0           | 0                 | 0                |
| The right of every student to a free, quality education   | 0             | 0           | 0                 | 0                |
| Bringing ethical principles to the decision-making process  | 0             | 0           | 0                 | 0                |
| Subordinating one's own interest to the good of the school community  | 0             | 0           | 0                 | 0                |
| Accepting the consequences for upholding one's principles and actions   | 0             | 0           | 0                 | 0                |
| Using the influence of one's office constructively and productively in the service of all students and their families | 0             | 0           | 0                 | 0                |
| Development of a caring school community  | 0             | 0           | 0                 | 0                |

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Examines personal and professional values  | 0             | 0           | 0                 | 0                |
| Demonstrates a personal and professional code of ethics  | 0             | 0           | 0                 | 0                |
| Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance      | 0             | 0           | 0                 | 0                |
| Serves as a role model   | 0             | 0           | 0                 | 0                |
| Accepts responsibility for school operations   | 0             | 0           | 0                 | 0                |
| Considers the impact of one's administrative practices on others                                     | 0             | 0           | 0                 | 0                |
| Uses the influence of the office to enhance the educational program rather than for personal gain    | 0             | 0           | 0                 | 0                |
| Treats people fairly, equitably, and with dignity and respect  | 0             | 0           | 0                 | 0                |
| Protects the rights and confidentiality of students and staff  | 0             | 0           | 0                 | 0                |
| Demonstrates appreciation for and sensitivity to the diversity in the school community               | 0             | 0           | 0                 | 0                |
| Recognizes and respects the legitimate authority of others   | 0             | 0           | 0                 | 0                |
| Examines and considers the prevailing values of the diverse school community                         | 0             | 0           | 0                 | 0                |
| Expects that others in the school community will demonstrate integrity and exercise ethical behavior | 0             | 0           | 0                 | 0                |
| Opens the school to public scrutiny  | 0             | 0           | 0                 | 0                |
| Fulfills legal and contractual obligations   | 0             | 0           | 0                 | 0                |
| Applies laws and procedures fairly, wisely, and considerately  | 0             | 0           | 0                 | 0                |

**Standard 6**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the large political, social, economic, legal, and cultural context.

To what extent do I have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| Principles of representative governance that undergrid the system of American schools   | 0             | 0           | 0                 | 0                |
| The role of public education in developing and renewing a democratic society and an economically productive nation                              | 0             | 0           | 0                 | 0                |
| The law as related to education and schooling   | 0             | 0           | 0                 | 0                |
| The political, social, cultural and economic systems and processes that impact schools  | 0             | 0           | 0                 | 0                |
| Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling | 0             | 0           | 0                 | 0                |
| Global issues and forces affecting teaching and learning  | 0             | 0           | 0                 | 0                |
| The dynamics of policy development and advocacy under our democratic political system   | 0             | 0           | 0                 | 0                |
| The importance of diversity and equity in a democratic society  | 0             | 0           | 0                 | 0                |

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following **Disposition** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| Education as a key to opportunity and social mobility   | 0             | 0           | 0                 | 0                |
| Recognizing a variety of ideas, values, and cultures  | 0             | 0           | 0                 | 0                |
| Importance of a continuing dialogue with other decision makers affecting education            | 0             | 0           | 0                 | 0                |
| Actively participating in the political and policy-making context in the service of education | 0             | 0           | 0                 | 0                |
| Using legal systems to protect student rights and improve student opportunities               | 0             | 0           | 0                 | 0                |

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| The environment in which schools operate is influenced on behalf of students and their families  | 0             | 0           | 0                 | 0                |
| Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate | 0             | 0           | 0                 | 0                |
| There is ongoing dialogue with representatives of diverse community groups   | 0             | 0           | 0                 | 0                |
| The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities          | 0             | 0           | 0                 | 0                |
| Public policy is shaped to provide quality education for students  | 0             | 0           | 0                 | 0                |
| Lines of communication are developed with decision makers outside the school community   | 0             | 0           | 0                 | 0                |



## Appendix B: Teacher Survey<sup>2</sup>

### Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

To what extent does your administrator have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Learning goals in a pluralistic society                            | 0             | 0           | 0                 | 0                |
| The principles of developing and implementing strategic plans      | 0             | 0           | 0                 | 0                |
| Systems theory   | 0             | 0           | 0                 | 0                |
| Information sources, data collection, and data analysis strategies | 0             | 0           | 0                 | 0                |
| Effective communication  | 0             | 0           | 0                 | 0                |
| Effective consensus-building and negotiation skills                | 0             | 0           | 0                 | 0                |

To what extent does your administrator have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following **Disposition** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| The educability of all   | 0             | 0           | 0                 | 0                |
| A school vision of high standards of learning  | 0             | 0           | 0                 | 0                |
| Continuous school improvement  | 0             | 0           | 0                 | 0                |
| The inclusion of all members of the school community   | 0             | 0           | 0                 | 0                |
| Ensuring that students have the knowledge, skills, and values needed to become successful adults | 0             | 0           | 0                 | 0                |
| A willingness to continuously examine one's own assumptions, beliefs, and practices              | 0             | 0           | 0                 | 0                |
| Doing the work required for high levels of personal and organizational performance               | 0             | 0           | 0                 | 0                |

To what extent does your administrator CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| The vision and mission of the school are effectively communicated to staff, students, and community members                    | 0             | 0           | 0                 | 0                |
| The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities                | 0             | 0           | 0                 | 0                |
| The core beliefs of the school vision are modeled for all stakeholders   | 0             | 0           | 0                 | 0                |
| The vision is developed with and among stakeholders  | 0             | 0           | 0                 | 0                |
| The contributions of school community members to the realization of the vision are recognized and celebrated                   | 0             | 0           | 0                 | 0                |
| Progress toward the vision and mission is communicated to all stakeholders   | 0             | 0           | 0                 | 0                |
| The school community is involved in school improvement efforts   | 0             | 0           | 0                 | 0                |
| The vision shapes the educational programs, plans, and actions   | 0             | 0           | 0                 | 0                |
| An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated | 0             | 0           | 0                 | 0                |
| Assessment data related to student learning are used to develop the school vision and goals                                    | 0             | 0           | 0                 | 0                |
| Relevant demographic data pertaining to students and their families are used in developing the school mission and goals        | 0             | 0           | 0                 | 0                |
| Barriers to achieving the vision are identified, clarified, and addressed  | 0             | 0           | 0                 | 0                |
| Needed resources are sought and obtained to support the implementation of the school mission and goals                         | 0             | 0           | 0                 | 0                |
| Existing resources are used in support of the school vision and goals  | 0             | 0           | 0                 | 0                |
| The vision, mission, and implementation plans are regularly monitored, evaluated, and revised                                  | 0             | 0           | 0                 | 0                |

<sup>2</sup> Adapted from ISLLC Collaborative Professional Process for School Leaders (Jacobson & Van Meter, 1998)

**Standard 2**

A school administrator is an educational leader who promotes the success of all students by advocating nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

To what extent does your administrator have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Student growth and development   | 0             | 0           | 0                 | 0                |
| Applied learning theories  | 0             | 0           | 0                 | 0                |
| Applied motivational theories  | 0             | 0           | 0                 | 0                |
| Curriculum design, implementation, evaluation, and refinement                | 0             | 0           | 0                 | 0                |
| Principles of effective instruction  | 0             | 0           | 0                 | 0                |
| Measurement, evaluation, and assessment strategies                           | 0             | 0           | 0                 | 0                |
| Diversity and its meaning for educational programs                           | 0             | 0           | 0                 | 0                |
| Adult learning and professional development models                           | 0             | 0           | 0                 | 0                |
| The change process for systems, organizations, and individuals               | 0             | 0           | 0                 | 0                |
| The role of technology in promoting student learning and professional growth | 0             | 0           | 0                 | 0                |
| School cultures  | 0             | 0           | 0                 | 0                |

To what extent does your administrator have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following **Disposition** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Student learning as the fundamental purpose of schooling           | 0             | 0           | 0                 | 0                |
| The proposition that all students can learn                        | 0             | 0           | 0                 | 0                |
| The variety of ways in which students can learn                    | 0             | 0           | 0                 | 0                |
| Life long learning for self and others                             | 0             | 0           | 0                 | 0                |
| Professional development as an integral part of school improvement | 0             | 0           | 0                 | 0                |
| The benefits that diversity brings to the school community         | 0             | 0           | 0                 | 0                |
| A safe and supportive learning environment                         | 0             | 0           | 0                 | 0                |
| Preparing students to be contributing members of society           | 0             | 0           | 0                 | 0                |

To what extent does your administrator CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| All individuals are treated with fairness, dignity, and respect   | 0             | 0           | 0                 | 0                |
| Professional development promotes a focus on student learning consistent with the school vision and goals       | 0             | 0           | 0                 | 0                |
| Students and staff feel valued and important  | 0             | 0           | 0                 | 0                |
| The responsibilities and contributions of each individual are acknowledged                                      | 0             | 0           | 0                 | 0                |
| Barriers to student learning are identified, clarified, and addressed   | 0             | 0           | 0                 | 0                |
| Diversity is considered in developing learning experiences  | 0             | 0           | 0                 | 0                |
| Life long learning is encouraged and modeled  | 0             | 0           | 0                 | 0                |
| There is a culture of high expectations for self, student, and staff performance                                | 0             | 0           | 0                 | 0                |
| Technologies are used in teaching and learning  | 0             | 0           | 0                 | 0                |
| Student and staff accomplishments are recognized and celebrated   | 0             | 0           | 0                 | 0                |
| Multiple opportunities to learn are available to all students   | 0             | 0           | 0                 | 0                |
| The school is organized and aligned for success   | 0             | 0           | 0                 | 0                |
| Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined       | 0             | 0           | 0                 | 0                |
| Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies | 0             | 0           | 0                 | 0                |
| The school culture and climate are assessed on a regular basis  | 0             | 0           | 0                 | 0                |
| A variety of sources of information is used to make decisions   | 0             | 0           | 0                 | 0                |
| Student learning is assessed using a variety of techniques  | 0             | 0           | 0                 | 0                |
| Multiple sources of information regarding performance are used by staff and students                            | 0             | 0           | 0                 | 0                |
| A variety of supervisory and evaluation models is employed  | 0             | 0           | 0                 | 0                |
| Pupil personnel programs are developed to meet the needs of students and their families                         | 0             | 0           | 0                 | 0                |

**Standard 3**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

To what extent does your administrator have a **CURRENT PERSONAL MASTERY** of the following **Knowledge** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| Theories and models of organizations and the principles of organizational development | 0             | 0           | 0                 | 0                |
| Operational procedures at the school and district level                               | 0             | 0           | 0                 | 0                |
| Principles and issues relating to school safety and security                          | 0             | 0           | 0                 | 0                |
| Human resources management and development  | 0             | 0           | 0                 | 0                |
| Principles and issues relating to fiscal operations of school management              | 0             | 0           | 0                 | 0                |
| Principles and issues relating to school facilities and use of space                  | 0             | 0           | 0                 | 0                |
| Legal issues impacting school operations  | 0             | 0           | 0                 | 0                |
| Current technologies that support management functions                                | 0             | 0           | 0                 | 0                |

To what extent does your administrator have a **CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT** in the following **Disposition** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Making management decisions to enhance learning and teaching | 0             | 0           | 0                 | 0                |
| Taking risks to improve schools                              | 0             | 0           | 0                 | 0                |
| Trusting people and their judgments                          | 0             | 0           | 0                 | 0                |
| Accepting responsibility                                     | 0             | 0           | 0                 | 0                |
| High-quality standards, expectations, and performances       | 0             | 0           | 0                 | 0                |
| Involving stakeholders in management processes               | 0             | 0           | 0                 | 0                |
| A safe environment   | 0             | 0           | 0                 | 0                |

To what extent does your administrator **CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES** ensuring the following **Performance** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Knowledge of learning, teaching, and student development is used to inform management decisions      | 0             | 0           | 0                 | 0                |
| Operational procedures are designed and managed to maximize opportunities for successful learning    | 0             | 0           | 0                 | 0                |
| Emerging trends are recognized, studied, and applied as appropriate                                  | 0             | 0           | 0                 | 0                |
| Operational plans and procedures to achieve the vision and goals of the school are in place          | 0             | 0           | 0                 | 0                |
| Collective bargaining and other contractual agreements related to the school are effectively managed | 0             | 0           | 0                 | 0                |
| The school plant, equipment, and support systems operate safely, efficiently, and effectively        | 0             | 0           | 0                 | 0                |
| Time is managed to maximize attainment of organizational goals                                       | 0             | 0           | 0                 | 0                |
| Potential problems and opportunities are identified  | 0             | 0           | 0                 | 0                |
| Problems are confronted and resolved in a timely manner  | 0             | 0           | 0                 | 0                |
| Financial, human, and material resources are aligned to the goals of schools                         | 0             | 0           | 0                 | 0                |
| The school acts entrepreneurially to support continuous improvement                                  | 0             | 0           | 0                 | 0                |
| Organizational systems are regularly monitored and modified as needed                                | 0             | 0           | 0                 | 0                |
| Stakeholders are involved in decisions affecting schools   | 0             | 0           | 0                 | 0                |
| Responsibility is shared to maximize ownership and accountability                                    | 0             | 0           | 0                 | 0                |
| Effective problem-framing and problem-solving skills are used  | 0             | 0           | 0                 | 0                |
| Effective conflict resolution skills are used  | 0             | 0           | 0                 | 0                |
| Effective group-process and consensus-building skills are used                                       | 0             | 0           | 0                 | 0                |
| Effective communication skills are used  | 0             | 0           | 0                 | 0                |
| There is effective use of technology to manage school operations                                     | 0             | 0           | 0                 | 0                |
| Fiscal resources of the school are managed responsibly, efficiently, and effectively                 | 0             | 0           | 0                 | 0                |
| A safe, clean, and aesthetically pleasing school environment is created and maintained               | 0             | 0           | 0                 | 0                |
| Human resource functions support the attainment of school goals                                      | 0             | 0           | 0                 | 0                |
| Confidentiality and privacy of school records are maintained   | 0             | 0           | 0                 | 0                |

**Standard 4**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing resources.

To what extent does your administrator have a CURRENT PERSONAL MASTERY of the following **Knowledge** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Emerging issues and trends that potentially impact the school community                                | 0             | 0           | 0                 | 0                |
| The conditions and dynamics of the diverse school community  | 0             | 0           | 0                 | 0                |
| Community resources  | 0             | 0           | 0                 | 0                |
| Community relations and marketing strategies and processes   | 0             | 0           | 0                 | 0                |
| Successful models of school, family, business, community, government and higher education partnerships | 0             | 0           | 0                 | 0                |

To what extent does your administrator have a CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT in the following **Disposition** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Schools operating as an integral part of the larger community                                    | 0             | 0           | 0                 | 0                |
| Collaboration and communication with families  | 0             | 0           | 0                 | 0                |
| Involvement of families and other stakeholders in school decision-making processes               | 0             | 0           | 0                 | 0                |
| The proposition that diversity enriches the school   | 0             | 0           | 0                 | 0                |
| Families as partners in the education of their children  | 0             | 0           | 0                 | 0                |
| The proposition families have the best interests of their children in mind                       | 0             | 0           | 0                 | 0                |
| Resources of the family and community needing to be brought to bear on the education of students | 0             | 0           | 0                 | 0                |
| An informed public   | 0             | 0           | 0                 | 0                |

To what extent does your administrator CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| High visibility, active involvement, and communication with the larger community is a priority  | 0             | 0           | 0                 | 0                |
| Relationships with community leaders are identified and nurtured  | 0             | 0           | 0                 | 0                |
| Information about family and community concerns, expectations, and needs is used regularly  | 0             | 0           | 0                 | 0                |
| There is outreach to different business, religious, political, and service agencies and organizations   | 0             | 0           | 0                 | 0                |
| Credence is given to individuals and groups whose values and opinions may conflict  | 0             | 0           | 0                 | 0                |
| The school and community serve one another as resources   | 0             | 0           | 0                 | 0                |
| Available community resources are secured to help the school solve problems and achieve goals   | 0             | 0           | 0                 | 0                |
| Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals | 0             | 0           | 0                 | 0                |
| Community youth family services are integrated with school programs   | 0             | 0           | 0                 | 0                |
| Community stakeholders are treated equitably  | 0             | 0           | 0                 | 0                |
| Diversity is recognized and valued  | 0             | 0           | 0                 | 0                |
| Effective media relations are developed and maintained  | 0             | 0           | 0                 | 0                |
| A comprehensive program of community relations is established   | 0             | 0           | 0                 | 0                |
| Public resources and funds are used appropriately and wisely  | 0             | 0           | 0                 | 0                |
| Community collaboration is modeled for staff  | 0             | 0           | 0                 | 0                |
| Opportunities for staff to develop collaborative skills are provided  | 0             | 0           | 0                 | 0                |

**Standard 5**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

To what extent does your administrator have a **CURRENT PERSONAL MASTERY** of the following **Knowledge** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| The purpose of education and the role of leadership in modern society | 0             | 0           | 0                 | 0                |
| Various ethical frameworks and perspectives on ethics                 | 0             | 0           | 0                 | 0                |
| The values of the diverse school community                            | 0             | 0           | 0                 | 0                |
| Professional codes of ethics  | 0             | 0           | 0                 | 0                |
| The philosophy and history of education                               | 0             | 0           | 0                 | 0                |

To what extent does your administrator have a **CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT** in the following **Disposition** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| The ideal of the common good  | 0             | 0           | 0                 | 0                |
| The principles of the Bill of Rights  | 0             | 0           | 0                 | 0                |
| The right of every student to a free, quality education   | 0             | 0           | 0                 | 0                |
| Bringing ethical principles to the decision-making process  | 0             | 0           | 0                 | 0                |
| Subordinating one's own interest to the good of the school community  | 0             | 0           | 0                 | 0                |
| Accepting the consequences for upholding one's principles and actions   | 0             | 0           | 0                 | 0                |
| Using the influence of one's office constructively and productively in the service of all students and their families | 0             | 0           | 0                 | 0                |
| Development of a caring school community  | 0             | 0           | 0                 | 0                |

To what extent does your administrator **CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES** ensuring the following **Performance** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| Examines personal and professional values  | 0             | 0           | 0                 | 0                |
| Demonstrates a personal and professional code of ethics  | 0             | 0           | 0                 | 0                |
| Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance      | 0             | 0           | 0                 | 0                |
| Serves as a role model   | 0             | 0           | 0                 | 0                |
| Accepts responsibility for school operations   | 0             | 0           | 0                 | 0                |
| Considers the impact of one's administrative practices on others                                     | 0             | 0           | 0                 | 0                |
| Uses the influence of the office to enhance the educational program rather than for personal gain    | 0             | 0           | 0                 | 0                |
| Treats people fairly, equitably, and with dignity and respect  | 0             | 0           | 0                 | 0                |
| Protects the rights and confidentiality of students and staff  | 0             | 0           | 0                 | 0                |
| Demonstrates appreciation for and sensitivity to the diversity in the school community               | 0             | 0           | 0                 | 0                |
| Recognizes and respects the legitimate authority of others   | 0             | 0           | 0                 | 0                |
| Examines and considers the prevailing values of the diverse school community                         | 0             | 0           | 0                 | 0                |
| Expects that others in the school community will demonstrate integrity and exercise ethical behavior | 0             | 0           | 0                 | 0                |
| Opens the school to public scrutiny  | 0             | 0           | 0                 | 0                |
| Fulfills legal and contractual obligations   | 0             | 0           | 0                 | 0                |
| Applies laws and procedures fairly, wisely, and considerately  | 0             | 0           | 0                 | 0                |

**Standard 6**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the large political, social, economic, legal, and cultural context.

To what extent does your administrator have a **CURRENT PERSONAL MASTERY** of the following **Knowledge** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| Principles of representative governance that undergrid the system of American schools   | 0             | 0           | 0                 | 0                |
| The role of public education in developing and renewing a democratic society and an economically productive nation                              | 0             | 0           | 0                 | 0                |
| The law as related to education and schooling   | 0             | 0           | 0                 | 0                |
| The political, social, cultural and economic systems and processes that impact schools  | 0             | 0           | 0                 | 0                |
| Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling | 0             | 0           | 0                 | 0                |
| Global issues and forces affecting teaching and learning  | 0             | 0           | 0                 | 0                |
| The dynamics of policy development and advocacy under our democratic political system   | 0             | 0           | 0                 | 0                |
| The importance of diversity and equity in a democratic society  | 0             | 0           | 0                 | 0                |

To what extent does your administrator have a **CURRENT PERSONAL BELIEF, VALUE AND COMMITMENT** in the following **Disposition** indicators:

|   | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|---|---------------|-------------|-------------------|------------------|
| Education as a key to opportunity and social mobility   | 0             | 0           | 0                 | 0                |
| Recognizing a variety of ideas, values, and cultures  | 0             | 0           | 0                 | 0                |
| Importance of a continuing dialogue with other decision makers affecting education            | 0             | 0           | 0                 | 0                |
| Actively participating in the political and policy-making context in the service of education | 0             | 0           | 0                 | 0                |
| Using legal systems to protect student rights and improve student opportunities               | 0             | 0           | 0                 | 0                |

To what extent does your administrator **CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES** ensuring the following **Performance** indicators:

|  | <u>Little</u> | <u>Some</u> | <u>Sufficient</u> | <u>Exemplary</u> |
|--|---------------|-------------|-------------------|------------------|
| The environment in which schools operate is influenced on behalf of students and their families  | 0             | 0           | 0                 | 0                |
| Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate | 0             | 0           | 0                 | 0                |
| There is ongoing dialogue with representatives of diverse community groups   | 0             | 0           | 0                 | 0                |
| The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities          | 0             | 0           | 0                 | 0                |
| Public policy is shaped to provide quality education for students  | 0             | 0           | 0                 | 0                |
| Lines of communication are developed with decision makers outside the school community   | 0             | 0           | 0                 | 0                |



## Appendix D: ISLLC Standards Identification Template for School Improvement Plans<sup>4</sup>

### Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

#### *Knowledge*

The administrator has knowledge and understanding of:

- 1.k.1 learning goals in a pluralistic society
- 1.k.2 the principles of developing and implementing strategic plans systems theory
- 1.k.3 information sources, data collection, and data analysis strategies
- 1.k.4 effective communication
- 1.k.5 effective consensus-building and negotiation skills

#### *Dispositions*

The administrator believes in, values, and is committed to:

- 1.d.1 the educability of all
- 1.d.2 a school vision of high standards of learning
- 1.d.3 continuous school improvement
- 1.d.4 the inclusion of all members of the school community
- 1.d.5 ensuring that students have the knowledge, skills, and values needed to become successful adults
- 1.d.6 a willingness to continuously examine one's own assumptions, beliefs, and practices
- 1.d.7 doing the work required for high levels of personal and organizational performance

#### *Performances*

The administrator facilitates processes and engages in activities ensuring that:

- 1.p.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- 1.p.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.p.3 the core beliefs of the school vision are modeled for all stakeholders
- 1.p.4 the vision is developed with and among stakeholders
- 1.p.5 the contributions of school community members to the realization of the vision are recognized and celebrated
- 1.p.6 progress toward the vision and mission is communicated to all stakeholders
- 1.p.7 the school community is involved in school improvement efforts
- 1.p.8 the vision shapes the educational programs, plans, and activities
- 1.p.9 the vision shapes the educational programs, plans, and actions
- 1.p.10 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1.p.11 assessment data related to student learning are used to develop the school vision and goals
- 1.p.12 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.p.13 barriers to achieving the vision are identified, clarified, and addressed
- 1.p.14 needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.p.15 existing resources are used in support of the school vision and goals
- 1.p.16 the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

---

<sup>4</sup> Adapted from Interstate School Leaders Licensure Consortium Standards for School Leadership (ISLLC, 1996)



## Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### *Knowledge*

The administrator has knowledge and understanding of:

- 2.k.1 student growth and development
- 2.k.2 applied learning theories
- 2.k.3 applied motivational theories
- 2.k.4 curriculum design, implementation, evaluation, and refinement
- 2.k.5 principles of effective instruction
- 2.k.6 measurement, evaluation, and assessment strategies
- 2.k.7 diversity and its meaning for educational programs
- 2.k.8 adult learning and professional development models
- 2.k.9 the change process for systems, organizations, and individuals
- 2.k.10 the role of technology in promoting student learning and professional growth
- 2.k.11 school cultures

### *Dispositions*

The administrator believes in, values, and is committed to:

- 2.d.1 student learning as the fundamental purpose of schooling
- 2.d.2 the proposition that all students can learn
- 2.d.3 the variety of ways in which students can learn
- 2.d.4 life long learning for self and others
- 2.d.5 professional development as an integral part of school improvement
- 2.d.6 the benefits that diversity brings to the school community
- 2.d.7 a safe and supportive learning environment
- 2.d.8 preparing students to be contributing members of society

### *Performances*

The administrator facilitates processes and engages in activities ensuring that:

- 2.p.1 all individuals are treated with fairness, dignity, and respect
- 2.p.2 professional development promotes a focus on student learning consistent with the school vision and goals
- 2.p.3 students and staff feel valued and important
- 2.p.4 the responsibilities and contributions of each individual are acknowledged
- 2.p.5 barriers to student learning are identified, clarified, and addressed
- 2.p.6 diversity is considered in developing learning experiences
- 2.p.7 life long learning is encouraged and modeled
- 2.p.8 there is a culture of high expectations for self, student, and staff performance
- 2.p.9 technologies are used in teaching and learning
- 2.p.10 student and staff accomplishments are recognized and celebrated
- 2.p.11 multiple opportunities to learn are available to all students
- 2.p.12 the school is organized and aligned for success
- 2.p.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.p.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.p.15 the school culture and climate are assessed on a regular basis
- 2.p.16 a variety of sources of information is used to make decisions
- 2.p.17 student learning is assessed using a variety of techniques
- 2.p.18 multiple sources of information regarding performance are used by staff and students
- 2.p.19 a variety of supervisory and evaluation models is employed
- 2.p.20 pupil personnel programs are developed to meet the needs of students and their families

### Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

#### *Knowledge*

The administrator has knowledge and understanding of:

- 3.k.1 theories and models of organizations and the principles of organizational development
- 3.k.2 operational procedures at the school and district level
- 3.k.3 principles and issues relating to school safety and security
- 3.k.4 human resources management and development
- 3.k.5 principles and issues relating to fiscal operations of school management
- 3.k.6 principles and issues relating to school facilities and use of space
- 3.k.7 legal issues impacting school operations
- 3.k.8 current technologies that support management functions

#### *Dispositions*

The administrator believes in, values, and is committed to:

- 3.d.1 making management decisions to enhance learning and teaching
- 3.d.2 taking risks to improve schools
- 3.d.3 trusting people and their judgments
- 3.d.4 accepting responsibility
- 3.d.5 high-quality standards, expectations, and performances
- 3.d.6 involving stakeholders in management processes
- 3.d.7 a safe environment

#### *Performances*

The administrator facilitates processes and engages in activities ensuring that:

- 3.p.1 knowledge of learning, teaching, and student development is used to inform management decisions
- 3.p.2 operational procedures are designed and managed to maximize opportunities for successful learning
- 3.p.3 emerging trends are recognized, studied, and applied as appropriate
- 3.p.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 3.p.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 3.p.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.p.7 time is managed to maximize attainment of organizational goals
- 3.p.8 potential problems and opportunities are identified
- 3.p.9 problems are confronted and resolved in a timely manner
- 3.p.10 financial, human, and material resources are aligned to the goals of schools
- 3.p.11 the school acts entrepreneurially to support continuous improvement
- 3.p.12 organizational systems are regularly monitored and modified as needed
- 3.p.13 stakeholders are involved in decisions affecting schools
- 3.p.14 responsibility is shared to maximize ownership and accountability
- 3.p.15 effective problem-framing and problem-solving skills are used
- 3.p.16 effective conflict resolution skills are used
- 3.p.17 effective group-process and consensus-building skills are used
- 3.p.18 effective communication skills are used
- 3.p.19 there is effective use of technology to manage school operations
- 3.p.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.p.21 a safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.p.22 human resource functions support the attainment of school goals
- 3.p.23 confidentiality and privacy of school records are maintained

#### Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

#### *Knowledge*

The administrator has knowledge and understanding of:

- 4.k.1 emerging issues and trends that potentially impact the school community
- 4.k.2 the conditions and dynamics of the diverse school community
- 4.k.3 community resources
- 4.k.4 community relations and marketing strategies and processes
- 4.k.5 successful models of school, family, business, community, government and higher education partnerships

#### *Dispositions*

The administrator believes in, values, and is committed to:

- 4.d.1 schools operating as an integral part of the larger community
- 4.d.2 collaboration and communication with families
- 4.d.3 involvement of families and other stakeholders in school decision-making processes
- 4.d.4 the proposition that diversity enriches the school
- 4.d.5 families as partners in the education of their children
- 4.d.6 the proposition that families have the best interests of their children in mind
- 4.d.7 resources of the family and community needing to be brought to bear on the education of students
- 4.d.8 an informed public

#### *Performances*

The administrator facilitates processes and engages in activities ensuring that:

- 4.p.1 high visibility, active involvement, and communication with the larger community is a priority
- 4.p.2 relationships with community leaders are identified and nurtured
- 4.p.3 information about family and community concerns, expectations, and needs is used regularly
- 4.p.4 there is outreach to different business, religious, political, and service agencies and organizations
- 4.p.5 credence is given to individuals and groups whose values and opinions may conflict
- 4.p.6 the school and community serve one another as resources
- 4.p.7 available community resources are secured to help the school solve problems and achieve goals
- 4.p.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.p.9 community youth family services are integrated with school programs
- 4.p.10 community stakeholders are treated equitably
- 4.p.11 diversity is recognized and valued
- 4.p.12 effective media relations are developed and maintained
- 4.p.13 a comprehensive program of community relations is established
- 4.p.14 public resources and funds are used appropriately and wisely
- 4.p.15 community collaboration is modeled for staff
- 4.p.16 opportunities to develop collaborative skills are provided

## Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

### *Knowledge*

The administrator has knowledge and understanding of:

- 5.k.1 the purpose of education and the role of leadership in modern society
- 5.k.2 various ethical frameworks and perspectives on ethics
- 5.k.3 the values of the diverse school community
- 5.k.4 professional codes of ethics
- 5.k.5 the philosophy and history of education

### *Dispositions*

The administrator believes in, values, and is committed to:

- 5.d.1 the ideal of the common good
- 5.d.2 the principles in the Bill of Rights
- 5.d.3 the right of every student to a free, quality education
- 5.d.4 bringing ethical principles to the decision-making process
- 5.d.5 subordinating one's own interest to the good of the school community
- 5.d.6 accepting the consequences for upholding one's principles and actions
- 5.d.7 using the influence of one's office constructively and productively in the service of all students and their families
- 5.d.8 development of a caring school community

### *Performances*

The administrator facilitates processes and engages in activities ensuring that:

- 5.p.1 examines personal and professional values
- 5.p.2 demonstrates a personal and professional code of ethics
- 5.p.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.p.4 serves as a role model
- 5.p.5 accepts responsibility for school operations
- 5.p.6 considers the impact of one's administrative practices on others
- 5.p.7 uses the influence of the office to enhance the educational program rather than for personal gain
- 5.p.8 treats people fairly, equitably, and with dignity and respect
- 5.p.9 protects the rights and confidentiality of students and staff
- 5.p.10 demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.p.11 recognizes and respects the legitimate authority of others
- 5.p.12 examines and considers the prevailing values of the diverse school community
- 5.p.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.p.14 opens the school to public scrutiny
- 5.p.15 fulfills legal and contractual obligations
- 5.p.16 applies laws and procedures fairly, wisely, and considerately

## Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### *Knowledge*

The administrator has knowledge and understanding of:

- 6.k.1 principles of representative governance that undergrid the system of American schools
- 6.k.2 the role of public education in developing and renewing a democratic society and an economically productive nation
- 6.k.3 the law as related to education and schooling
- 6.k.4 the political, social, cultural and economic systems and processes that impact schools
- 6.k.5 models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic context of schooling
- 6.k.6 global issues and forces affecting teaching and learning
- 6.k.7 the dynamics of policy development and advocacy under our democratic political system
- 6.k.8 the importance of diversity and equity in a democratic society

### *Dispositions*

The administrator believes in, values, and is committed to:

- 6.d.1 education as a key to opportunity and social mobility
- 6.d.2 recognizing a variety of ideas, values, and cultures
- 6.d.3 importance of a continuing dialogue with other decision makers affecting education
- 6.d.4 actively participating in the political and policy-making context in the service of education
- 6.d.5 using legal systems to protect student rights and improve student opportunities

### *Performances*

The administrator facilitates processes and engages in activities ensuring that:

- 6.p.1 the environment in which schools operate is influenced on behalf of students and their families
- 6.p.2 communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.p.3 there is ongoing dialogue with representatives of diverse community groups
- 6.p.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.p.5 public policy is shaped to provide quality education for students
- 6.p.6 lines of communication are developed with decision makers outside the school community