

# **TOPIC: INTRODUCTION TO ISLLC LEADERSHIP STANDARDS**

## **I. ISLLC Leadership Standards**

**Goal:** Introduce and evaluate the ISLLC Standards that will provide the framework for the professional career education director.

**Measurement:** The evaluation of the director will reflect the status of performances to ensure ongoing professional growth of the director.

## Standard I Vision

The director 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.

Please read, rate, and discuss with your mentor your response to these performances at your school.

**ND = Needs Developing      BD = Being Developed      IP = In Place**

### Standard I: Vision

	ND	BD	IP
The vision and mission of the school are effectively communicated to staff, parents, students and community members.			
The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.			
The core beliefs of the school vision are modeled for all stakeholders.			
The vision is developed with and among stakeholders.			
The school community is involved in school improvement efforts.			
The vision shapes the educational programs, plans and actions.			
An implementation plan is developed in which objectives and strategies to achieve the vision and goal are clearly articulated.			
Assessment data related to student learning are used to develop the school vision and goals.			
Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.			
Needed resources are sought and obtained to support the implementation of the schools mission and goals.			
Existing resources are used in support of the school's vision and goals.			
The vision, mission and implementation plans are regularly monitored, evaluated, and revised.			

## Standard II School Culture and Learning

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

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### Standard II: School Culture and Learning

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

## Standard III Management

The director 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.

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### Standard III: Management

	ND	BD	IP
Knowledge of learning, teaching and student development is used to inform management decisions.			
Operational procedures are designed and managed to maximize opportunities for successful learning.			
Emerging trends are recognized, studied and applied as appropriate.			
Operational plans and procedures to achieve the vision and goals of the school are in place.			
The school plant, equipment and support systems operate safely, efficiently, and effectively.			
Time is managed to maximize attainment of organizational goals.			
Potential problems and opportunities are identified.			
Problems are confronted and resolved in a timely manner.			
Financial, human and material resources are aligned to the goals of the school.			
The school acts entrepreneurially to support continuous improvement.			
Organizational systems re regularly monitored and modified as needed.			
Stakeholders are involved in decisions affecting schools.			
Responsibility is shared to maximize ownership and accountability.			
Effective problem-farming and problem-solving skills are used.			
Effective conflict resolution skills are used.			
Effective communication skills are used.			
A safe, clean and aesthetically pleasing school environment is created and maintained.			
Human resource functions support the attainment of school goals.			
Confidentiality and privacy of school records are maintained.			

## Standard IV Collaboration

The director 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.

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### Standard IV: Collaboration

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

## Standard V: Integrity, Fairness, and Ethics

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

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## Standard V: Integrity, Fairness, and Ethics

	ND	BD	IP
Examine personal and professional values.			
Demonstrate a personal and professional coded of ethics.			
Demonstrate values, beliefs and attitudes that inspire others to higher levels of performance.			
Serve as role model.			
Consider the impact of their administrative practices on others.			
Use the influence of the office to enhance the educational program rather than for personal gain.			
Treat people fairly, equitably and with dignity and respect.			
Protect the rights and confidentiality of students and staff.			
Demonstrate appreciation for the sensitivity to the diversity in the school community.			
Recognize and respect the legitimate authority of others.			
Examine and consider the prevailing values of the diverse school community.			
Expect that others in the school community will demonstrate integrity and exercise ethical behavior.			
Open the school to public scrutiny.			
Fulfill legal and contractual obligations.			
Apply laws and procedures fairly, wisely and considerately.			

## Standard VI Political, Economic, Legal

The director 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 content.

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### Standard VI: Political, Economic, Legal

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