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Program Four: Leading Together

Developing Leadership Through ISLLC Standards

Objectives of Unit

Participants will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership 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."

Indicator: The administrator believes in, values, and is committed to a willingness to continuously examine one's own assumptions, beliefs and practices.

Indicator: The administrator believes in, values, and is committed to doing the work required for high levels of personal and organization performance.

Indicator: The administrator facilitates processes and engages in activities ensuring that needed resources are sought and obtained to support the implementation of the school mission and goals.

Indicator: The administrator facilitates processes and engages in activities ensuring that existing resources are used in support of the school vision and goals.

Participants will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership 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."

Indicator: A school administrator has knowledge and understanding of adult learning and professional development models.

Indicator: The administrator believes in, values, and is committed to life long learning for self and others.

Indicator: The administrator believes in, values, and is committed to professional development as an integral part of school improvement.

Indicator: The administrator facilitates

processes and engages in activities ensuring that all individuals are treated with fairness, dignity, and respect.

Indicator: The administrator facilitates processes and engages in activities ensuring that students feel valued and important.

Indicator: The administrator facilitates processes and engages in activities ensuring that lifelong learning is encouraged and modeled.

Indicator: The administrator facilitates processes and engages in activities ensuring that there is a culture of high expectations for self, student, and staff performance.

Participants will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership 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."

Indicator: The administrator facilitates processes and engages in activities ensuring that relationships with community leaders are identified and nurtured.

Indicator: The administrator facilitates processes and engages in activities ensuring that the school and community serve one another as resources.

Indicator: The administrator facilitates processes and engages in activities ensuring that partnerships are established with institutions of higher education.

Participant will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership Standard 5:

"A school administrator is an educational

This Unit Includes:

- Leading Together: Creating Teacher and School Leaders (video)*
- List of ISLLC Standards (Appendix 4.1)*
- Video Viewing Guide (Appendix 4.2)*

Web Resources:

Interstate School Leaders Licensure Consortium (ISLLC) Members
www.dssc.org/nta/html/isllc.htm

This site offers a directory of ISLLC Members in participating states and territories. It describes ISLLC as "a collaboration of state education agencies and professional development organizations committed to raising performance standards for school leaders."

American Association of School Administrators
www.aasa.org/Issues/leadership/murphy.htm

This link leads to an article abstract on ISLLC standards. Joseph Murphy of Vanderbilt University and Neil Shipman of University of Memphis wrote the piece entitled, "The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership."

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

Indicator: The administrator examines personal and professional values.

Indicator: The administrator serves as a role model.

Participants will recognize the following indicators of the Interstate School Leader Licensure Consortium's (ISLLC) leadership 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."

Indicator: The administrator believes in, values, and is committed to education as a key to opportunity and social mobility.

Indicator: The administrator believes in, values, and is committed to recognizing a variety of ideas, values, and cultures.

Further, participants will be able to describe the benefits accrued when school and university leaders collaborate on an on-going basis.

Audience

This program was produced for educators at all stages and levels, especially teacher leaders, principals, superintendents and other administrators. This unit is designed for both self-paced viewing and for facilitators.

Video Description

Each of the following video segments described is streamed on the Models of Teaching website at www.unctv.org:

Segment One: ISLLC Standards 1-6

Charles Coble, the host of the series, begins this video by stating that as the social fabric of society has changed, the notion and the structure of educational leadership has also changed. Recognizing the need to have educational leadership that better meets the needs of society, the Interstate School Leader Licensure Consortium (ISLLC) developed leadership standards for educators at all levels. The video sets out to illustrate indicators of the ISLLC leadership standards listed above and also presents examples of

school and university leaders working together to develop their capacity to lead collaboratively.

Segment Two: ISLLC Standards 1, 2, 4-6

The video takes the audience to the Center for Creative Leadership (CCL) in Colorado Springs, CO., to observe teachers, principals, college professors and administrators engaging in a leadership development activity together. Back home, the group has been struggling to get to know and trust each other more so they can truly share the work of preparing and developing teachers. The goal of the CCL activity is to strengthen their ability to collaborate and partner (ISLLC Standard 4). The video shows the team members testing their ability to work as a team. Participants experience the need to recognize the capabilities—and liabilities—they each bring to the task. They also are challenged to get out of their "comfort zone" and act in new and unfamiliar interdependent ways (ISLLC Standard 1, 2). Through this experience, they learn the importance of being clear about the team's task, of respecting and relying on each other, and of celebrating their mutual successes.

Next, the video shows Kathleen Ponder, Director of the Education Sector at the Center for Creative Leadership, talking about the interpersonal skills educational leaders must develop. As she discusses the importance of K-12 practitioners and university theoreticians building strong professional ties, the video depicts participants working together praising the work of another colleague. The segment ends with the teachers, principals, professors, and administrators discussing how their work at CCL relates to their work back home with each other and with their students.

Segment Three: ISLLC Standards 4,6

The video then takes the audience to the office of Marilyn Sheerer, Dean of the College of Education at East Carolina University and one of the attendees at the CCL team-building experience. She talks about the importance of college of education faculty collaborating with practicing teachers and principals to create and keep a vital teaching force. She reinforces the importance of ISLLC Standard 4 and stresses the importance of university leaders publicly recognizing the value of having a practicing teacher working

with a university professor to prepare new teachers.

Segment Four: ISLLC Standard 2

Next, the video takes a look at what happens when Robin Daly, a Pitt County, N.C. principal and participant in the CCL program, returns home. Robin is seen as she adapts a team-building activity learned at CCL with the elementary students in her school. She demonstrates ISLLC Standard 2 as she interacts with the children, helping them to see the value of teamwork. She also demonstrates her own willingness to try out the new ideas learned at CCL. After watching the effect of this activity on the children, Ann Bullock comments that collaboration is not only important among leaders but is a skill that teachers and students also need. Barbara Lee then talks about the benefits of having future teachers actually working in public school classrooms every semester during their training.

Segment Five: ISLLC Standards 1, 2, 4, 6

Next the video shows how the National Humanities Center (NHC) is promoting both teacher leadership and life long learning opportunities for teachers (ISLLC Standards 2 and 4). The video shows a group of teachers from Carlisle High School in Carlisle, PA., participating in a seminar with Dickinson College professors.

The topics under discussion came from the teachers. With a NHC facilitator, the teachers identified an area of study that was both intellectually challenging to them and relevant to their current classroom assignments (ISLLC Standards 4 and 6). This intellectual partnership arose through the efforts of NHC staff members who acted as brokers, bringing together busy educator practitioners with academic experts from the college.

The video documents the teachers discussing the unique nature of this professional development activity. They share how these seminars address their desire to be intellectually stimulated while many other professional development activities focus on skill-building (ISLLC Standards 1,2).

Next, Richard Schramm, Director of the National Humanities Center's work with educators, discusses how the teachers frame

topics for collective inquiry and how they are learning to take on the role of seminar leader. He explains that not only do the seminars bring them enriched knowledge about their study topics, but the experience also provides them with confidence in their ability to lead their colleagues in the formation of future study seminars.

Afterwards, Dr. Ferguson and Dr. Durden, professors from Dickenson College, explain how they and their colleagues are searching for ways to collaborate to help children in their community (ISLLC Standard 4). They express their belief that when a college and a school district combine their resources, they can provide a powerful educational resource to their community's children.

Self-Tutorial Instructions

Timeline

- Complete Viewing Assignments..1.5-2 hours
- View and Reflect on *Leading Together*1 hour
- Completion of Post-Viewing...2-3 hours

Viewing Instructions

Reflect on the following discussion questions while watching *Leading Together* or its five video segments.

- What is the program's definition of a school leader?
- How do the Center for Creative Leadership's (CCL) "acid river" and orienteering activities teach leadership vis-a-vis the ISLLC standards?
- What do you think the CCL spokeswoman means by "relational leadership"? How would it work in a school?
- How is the CCL program like a classroom?
- What new vision of teaching does the CCL program seek to impart?
- CCL's program is, in part, designed to smooth relations between university educators and K-12 educators. How does it seek to do that, and why should it be done?
- The spokeswoman for CCL says that K-12 teaching is "regaining its dignity." How is the CCL program helping in that effort?
- What role does higher education have in making teacher leaders?
- From what you have seen of the National Humanities Center program, what can you surmise about its definition of a teacher leader?
- What do the CCL program and the

Suggestion:

Ask participants how feelings of being lost in the trees apply to students, and why students need a sense of direction, participation in plotting a course, etc., the way teachers do. These same questions can be applied to parents.

National Humanities Center program have in common?

Workshop Instructions

Timeline

- Completion of Viewing.....1.5-2 hours
Assignments
- Break10 min
- Viewing and Reflecting on.....1 hour
Leading Together
- Completion of Post-Viewing*.....2-3 hours

**Note: ISLLC Standard 3 is not demonstrated in the video; however, facilitators may still wish to provide discussion time for this standard.*

Pre-Viewing Instructions

Prior to watching the video, participants should complete the following pre-viewing assignments. They may be done all at once just before the video viewing or each activity can be done at separate meetings within one or two weeks of viewing the video. If the pre-viewing tasks are done at separate sessions, participants should be instructed to bring all of their written materials to the actual video viewing.

- Ask participants to review the ISLLC Standards and the Indicators listed in the Objectives for this Unit. Ask them to remember privately an example of each Indicator from their professional lives (Five minutes). In small groups of 3-5 ask them to discuss which Indicators were most difficult (15 minutes). Tell the whole group that the video will provide examples of these standards and indicators. Tell them that as they are watching the video, they may want to put a check next to each standard and indicator as they see it being demonstrated or discussed.

- Ask participants to privately answer the following question:
“Remember a time when you were a part of a high performing team. Privately write down the five most memorable characteristics of this team.” (Five minutes)

- With the whole group, ask participants to share their list of characteristics and write them on a chart pad (15 minutes). Lead a discussion of how the teams were alike and how they were different (10 minutes). Ask participants to categorize the characteristics

as requiring intellectual skill or emotional skill. Which type was most often mentioned? (15 minutes) (High performing teams are differentiated by the emotional/relational skill of the members, in addition to high levels of competency handling the task.) Tell them that in the video they will see examples of both task competencies and emotional competencies being demonstrated.

- Ask participants to think of a time in which they were a part of an educational team including university professors and practicing teachers and principals. What were the surprises? What barriers prevented teachers from collaborating with university professors (20 minutes)? Tell them that the video will provide examples of successful collaborations between practicing school leaders and university professors. Ask them to watch for the characteristics of high performing teams that they compiled as the school-university teams are shown on the videotape.

Viewing Instructions

Tell the participants that the video is going to be shown in segments, with a pause between each segment so they can record their observations. At the beginning of the video, provide each participant with the worksheet appearing in Appendix 4.2.

Pauses in the video should occur periodically before Charles Coble introduces each new segment. At the beginning of each pause, instruct participants to take 5 minutes and note examples of the standards and indicators in the previous video segment.

Post-Viewing Activity: Assignments One Through Four

The following activities are suggested as an immediate follow-up to the viewing of the videotape. The facilitator will need chart pads and pens for each of five groups, paper and pen for each participant, and a timer. The participants will need to have their notated copy of Appendix 4.2 and a copy of Appendix 4.1. The activities can be done separately over time if time constraints exist.

- Divide the participants into five groups. Assign each group one of the ISLLC Standards listed above. Ask the group to assign a leader responsible for recording the

group's work and reporting it to the whole group. The group's task is first to review privately their notes made during the video viewing and then list examples of the Standard and Indicators they've observed on a chart pad (20-30 minutes). Then, ask each of the group leaders to report on the Standard they were assigned, sharing examples of the Indicators observed on the video. When each leader is finished, ask the rest of the group if they observed something not on the list. Continue until all five groups are finished.

- Ask each participant to look at Appendix 4.1 and reflect on the Knowledge, Disposition, and Performance for all six ISLLC Standards. Next to each one, ask each participant to privately assess their comfort with performing each of the indicators, using a scale of 1 to 5 with 1 meaning "I feel completely capable", 3 meaning "I feel somewhat capable", and 5 meaning "Not yet – I need help to develop this capability" (15 minutes).

Then, ask them to make two lists: one listing the top 5 indicators that they feel completely capable of carrying out successfully and another list of the 5 competencies they feel they need help developing (10 minutes). Now ask participants to look at their list of the top five capabilities and the five they need help developing and ask them to write next to each how fellow teachers and principals (their peers) would rate them. If they think their peers' list would differ from theirs, ask them to reflect on why that might be (5 minutes).

Divide the group into pairs (or triads, if necessary). Ask each person to take 10 minutes and share his/her lists with each other and whether or not they think their peers ratings would be the same as their self-rating. Tell participants if they feel uncomfortable sharing everything on their list that they should share what they are comfortable sharing. When each person has had 10 minutes of sharing time, ask the group to write down new insights they've gained from this conversation about themselves as future leaders.

- Ask participants to reflect on the title of the video, *Leading Together*. Ask participants to

share their answers to the following questions:

1. Why was that title chosen for the video?
2. How does "leading together" pertain to the ISLLC Standards?
3. What examples of "leading together" were most powerful in the video?

In groups of 3-5, ask participants to reflect on the characteristics of the university-school teams they saw working together at the Center of Creative Leadership and in the National Humanities Center's seminar. Ask them to record the intellectual and emotional skills displayed by these teams and ask them to compare the list they generate with the list of characteristics of high performing teams they brainstormed prior to viewing the video. Finally, ask them to think about how university-school educators relate to each other in their home community. (As leaders demonstrating ISLLC standard proficiency, how would they go about promoting a deeper working partnership between the two organizations?) (15-30 minutes)

- Ask participants to create an Action Plan for themselves to begin strengthening the capabilities they listed on their "Not yet – need help developing" lists (15-30 minutes). Ask them to include in their Action Plan the following information:

- a. The indicator they need help developing
 - b. The name of a peer coach, present in their daily work life, who would agree to watch them and provide feedback when they notice them exhibiting the new behavior or disposition
 - c. The name of a professional who is expert in the capability (a role model) who would be willing to be observed demonstrating the capabilities
 - d. A timeline for making appointments with their peer coach and professional expert
 - e. A plan for putting "reflection time" into their daily work time devoted to reviewing their actions during the day and comparing them to target the ISLLC standard indicators.
- At the end of the activity, ask each participant to stand and share his or her Action Plan. (Research shows that when a goal is publicly shared it is more likely to be acted upon.) Give each person 5 minutes to share his/her goal (length of time dependent upon the number of participants)

Internet Resource Guide

UNC-TV Models of Teaching

www.unctv.org

This site is the home site for the Models of Teaching program. Here, you can find more information about the series, the standards that are covered, and the MOT sponsors.

The National Board for Professional Teaching Standards

www.nbpts.org/nbpts/

This is the official website of The National Board for Professional Teaching Standards. On this easy-to-navigate website, you can find information about the National Board, the specific standards endorsed by the NBPTS, and how you can earn a National Board Certification.

The Interstate New Teacher Assessment and Support Consortium (INTASC)

www.ccsso.org/intasc.html

This page of the Council of Chief State School Officers provides more information on the INTASC standards. This page also provides another link (www.ccsso.org/intascst.html) that details the 10 principles of the INTASC. In addition to the Consortium's principles, this second link offers examples of Dispositions and Performances that give clear examples of how to put these principles into action in the classroom.

Directory of Interstate School Leaders Licensure Consortium (ISLLC) Members

www.dscc.org/nta/html/isllc.htm

As the title implies, this site offers a directory of ISLLC Members in participating states and territories. This site describes ISLLC as "a collaboration of state education agencies and professional development organizations committed to raising performance standards for school leaders."

American Association of School Administrators

www.aasa.org/Issues/leadership/murphy.htm

This link leads to an article abstract on ISLLC standards. Joseph Murphy of Vanderbilt University and Neil Shipman of University of Memphis wrote the piece entitled, "The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership."

The Center for Creative Leadership

www.ccl.org/programs/lisa/index.html

The Center's Education Sector (ES) group brings a leadership development resource to contemporary educators to assist them with the tough job of reforming and restructuring schools. Strengthening the leadership capability of those responsible for K-12 public and private schools, colleges, and universities so that educational reforms for excellence can occur is its unique and important mission.

The National Humanities Center

www.nhc.rtp.nc.us:8080/introduction/nhcintr.htm

The National Humanities Center is the country's only independent institute for advanced study in the humanities. A private, nonprofit institution, the Center exists to encourage excellent scholarship and to affirm the importance of the humanities in American society.

The Kenan Best Practices Center

bestpractices.ga.unc.edu

The Center serves as a source of research, development, and dissemination of best practices in advancing strong, effective, long-term partners in the preparation and continuing professional development of school-based educators. In cooperation with the University of North Carolina Center for School Leadership Development and the Best Practices Center within the Kenan Alliance for Partnerships in Education, this website has been established as a clearinghouse of information related to exemplary programs, policy, and schools.

About This Guide

This program guide was developed by Topics Education Group, 1235-E East Blvd., #228, Charlotte NC 28203; phone 704-358-3198, email info@topicseducation.com. Outside advisors: Nancy Gardner, Robert Avinger and Mary Pawlowski. Models of Teaching was produced by UNC-TV. © UNC-TV 2001



ISLLC Standards

Standard One

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:

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

Dispositions

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

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

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 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 contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all 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 goals 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
- barriers to achieving the vision are identified, clarified, and addressed

ISLLC Standards (Continued)

Standard One — Continued

- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard Two

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:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

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

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

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 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

ISLLC Standards (Continued)

Standard Two — Continued

- 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
- pupil personnel programs are developed to meet the needs of students and their families

Standard Three

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:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

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

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments

ISLLC Standards (Continued)

Standard Three — Continued

- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 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
- collective bargaining and other contractual agreements related to the school are effectively managed
- 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 schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building 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 Four

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:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community

ISLLC Standards (Continued)

Standard Four — Continued

- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions

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

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

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a 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 resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

ISLLC Standards (Continued)

Standard Five

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:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

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

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

Performances

The administrator:

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

ISLLC Standards (Continued)

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:

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

Dispositions

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

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

Performances

The administrator facilitates processes and engages in activities ensuring that:

- 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 schools 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

Video Viewing Guide

Standard One

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

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.

II. Standard Indicators

Indicator: The administrator believes in, values, and is committed to a willingness to continuously examine one's own assumptions, beliefs and practices.

Indicator: The administrator believes in, values, and is committed to doing the work required for high levels of personal and organization performance.

Indicator: The administrator facilitates processes and engages in activities ensuring that needed resources are sought and obtained to support the implementation of the school mission and goals.

Indicator: The administrator facilitates processes and engages in activities ensuring that existing resources are used in support of the school vision and goals.

III. Your observation of Standards/Indicators in video

Video Viewing Guide

Standard Two

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

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.

II. Standard Indicators

- Indicator: A school administrator has knowledge and understanding of adult learning and professional development models.
- Indicator: The administrator believes in, values, and is committed to life long learning for self and others.
- Indicator: The administrator believes in, values, and is committed to professional development as an integral part of school improvement.
- Indicator: The administrator facilitates processes and engages in activities ensuring that all individuals are treated with fairness, dignity, and respect.
- Indicator: The administrator facilitates processes and engages in activities ensuring that students feel valued and important.
- Indicator: The administrator facilitates processes and engages in activities ensuring that lifelong learning is encouraged and modeled.
- Indicator: The administrator facilitates processes and engages in activities ensuring that there is a culture of high expectations for self, student, and staff performance.

III. Your observation of Standards/Indicators in video

Video Viewing Guide

Standard Four

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

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.

II. Standard Indicators

Indicator: The administrator facilitates processes and engages in activities ensuring that relationships with community leaders are identified and nurtured.

Indicator: The administrator facilitates processes and engages in activities ensuring that the school and community serve one another as resources.

Indicator: The administrator facilitates processes and engages in activities ensuring that partnerships are established with institutions of higher education.

III. Your observation of Standards/Indicators in video



Appendix 4.2

Video Viewing Guide

Standard Five

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

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

II. Standard Indicators

Indicator: The administrator examines personal and professional values.

Indicator: The administrator serves as a role model.

III. Your observation of Standards/Indicators in video

Video Viewing Guide

Standard Six

Record your observations of the ISLLC Standards below when prompted by the facilitator:

I. ISLLC Leadership Standard

“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.”

II. Standard Indicators

Indicator: The administrator believes in, values, and is committed to education as a key to opportunity and social mobility.

Indicator: The administrator believes in, values, and is committed to recognizing a variety of ideas, values, and cultures.

III. Your observation of Standards/Indicators in video