

### III. STANDARDS FOR ADMINISTRATIVE CERTIFICATION

#### Illinois Professional School Leader Standards [29.100]

##### *STANDARD 1 - Facilitating a Vision of Learning*

**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 Indicator** - *The administrator has knowledge and understanding of:*

- 1A. learning goals in a pluralistic society.
- 1B. the principles of developing and implementing long-term plans.
- 1C. theories of educational leadership.
- 1D. information sources, data collection, and data analysis strategies.
- 1E. effective communication.
- 1F. effective consensus-building and negotiation skills.
- 1G. the philosophy and history of education.

**Performances Indicator** - *The administrator facilitates processes and engages in activities ensuring that:*

- 1H. the vision and mission of the school are collaboratively developed.
- 1I. the vision and mission are effectively communicated through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
- 1J. the core beliefs of the school vision are modeled.
- 1K. progress toward the vision and mission is communicated to everyone.
- 1L. the school community is involved in school improvement efforts.
- 1M. the vision and mission shape the educational programs, plans, and actions of the school.
- 1N. data related to student learning are used to develop the school's mission and goals.
- 1O. relevant demographic data pertaining to students and their families are used in developing the school's mission and goals.
- 1P. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1Q. barriers to achieving the vision, mission, and goals are identified, clarified, and addressed.
- 1R. financial, human, and material resources are sought and obtained to support the implementation of the school mission and goals.
- 1S. the vision, mission, goals, and implementation plans are regularly monitored, evaluated, and revised.

## *STANDARD 2 - School Culture and Instructional Program*

**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's professional growth.**

**Knowledge Indicator** - *The administrator has knowledge and understanding of:*

- 2A. school cultures.
- 2B. the continuum of students' growth and development.
- 2C. applied learning theories.
- 2D. curriculum design, implementation, evaluation, and refinement.
- 2E. principles of effective instruction and best practices.
- 2F. measurement, evaluation, and assessment strategies.
- 2G. diversity and its meaning for educational programs.
- 2H. adult learning and professional development models.
- 2I. the change process for systems, organizations, and individuals.
- 2J. the role of technology in promoting students' learning and professionals' growth.
- 2K. classroom management.

**Performances Indicator** - *The administrator facilitates processes and engages in activities ensuring that:*

- 2L. all individuals are treated with fairness, dignity, and respect.
- 2M. professional development promotes a focus on students' learning consistent with the school's vision and goals.
- 2N. students and staff are valued.
- 2O. the responsibilities and contributions of each individual are acknowledged.
- 2P. barriers to students' learning are identified, clarified, and addressed.
- 2Q. diversity is considered in developing learning experiences.
- 2R. life-long learning is encouraged and modeled.
- 2S. there is a culture of high expectations for self, students, and staff's performance.
- 2T. appropriate technologies are used in teaching and learning.
- 2U. students' and staff's accomplishments are recognized.
- 2V. multiple opportunities to learn are available to all students.
- 2W. the school is organized and aligned for success.
- 2X. curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
- 2Y. decisions about curriculum are based on research, standards developed by learned societies, and the needs of the community.
- 2Z. the school's culture and climate are assessed on an ongoing basis.
- 2AA. multiple sources of information are used to make decisions.
- 2BB. students' learning is assessed using a variety of techniques.
- 2CC. multiple sources of data regarding performance are used by staff and students.
- 2DD. various supervisory and evaluation models are employed.
- 2EE. pupil personnel programs are developed to meet the needs of students and their families.

### *STANDARD 3 - Management*

**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 Indicator** - *The administrator has knowledge and understanding of:*

- 3A. theories and models of organizations and the principles of organizational development.
- 3B. local operational policies and procedures.
- 3C. principles and issues relating to school safety and security.
- 3D. management and development of human resources.
- 3E. principles and issues relating to fiscal operations of school management.
- 3F. principles and issues relating to school facilities and use of space.
- 3G. legal issues impacting school operations.
- 3H. current technologies which support managerial functions.

**Performance Indicator** - *The administrator facilitates processes and engages in activities ensuring that:*

- 3I. knowledge of learning, teaching, and students' development is used to make management decisions.
- 3J. operational procedures are designed and managed to maximize opportunities for learning.
- 3K. emerging trends are recognized, studied, and applied as appropriate.
- 3L. operational plans and procedures to achieve the vision and goals of the school are in place.
- 3M. collective bargaining and other contractual agreements related to the school are effectively managed.
- 3N. the school's plant, equipment, and support systems operate safely, efficiently, and effectively.
- 3O. time is managed to maximize attainment of organizational goals.
- 3P. potential problems and opportunities are identified, confronted, and resolved in a timely manner.
- 3Q. resources are aligned to the goals of schools.
- 3R. organizational systems are monitored on an ongoing basis and modified as needed.
- 3S. responsibility is shared to maximize ownership and accountability.
- 3T. effective problem-framing and problem-solving skills are used.
- 3U. there is effective use of technology to manage school operations.
- 3V. resources of the school are managed ethically, legally, efficiently, and effectively.
- 3W. a safe, clean, and aesthetically pleasing school environment is created and maintained.

### *STANDARD 4 - Collaboration with Families and Communities*

**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 Indicator** - *The administrator has knowledge and understanding of:*

- 4A. emerging issues and trends that potentially affect the school community.
- 4B. the conditions and dynamics of the diverse school community.
- 4C. community resources.
- 4D. community relations and marketing strategies and processes.

- 4E. successful models of school, family, business, community, government, and higher education partnerships.
- 4F. hierarchic relationships and political organizations.

**Performance Indicator** - *The administrator facilitates processes and engages in activities ensuring that:*

- 4G. visibility, involvement, and communication with the larger community are priorities.
- 4H. relationships with community leaders are identified and nurtured.
- 4I. information about family and community concerns, expectations, and needs is used continuously.
- 4J. there are relationships with business, religious, political, and service agencies and organizations.
- 4K. individuals and groups with diverse values and opinions are treated equitably.
- 4L. the school and community serve one another as resources.
- 4M. partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- 4N. community resources and social services are integrated to enhance both common goals and educational goals.
- 4O. multi-cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation are promoted and modeled.
- 4P. media relations are developed and maintained.
- 4Q. a comprehensive program of community relations is established and implemented.
- 4R. opportunities for staff to develop collaborative skills are provided.

## ***STANDARD 5 - Acting with Integrity, Fairness, and in an Ethical Manner***

**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 Indicator** - *The administrator has knowledge and understanding of:*

- 5A. the purpose of education and the role of leadership in modern society.
- 5B. various ethical frameworks and perspectives on ethics.
- 5C. the values and challenges of the diverse school community.
- 5D. professional codes of ethics.

**Performance Indicator** - *The administrator:*

- 5E. examines personal and professional values.
- 5F. demonstrates a personal and professional code of ethics.
- 5G. demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 5H. serves as a role model.
- 5I. considers the impact of his or her administrative practices on others.
- 5J. uses the influence of the office to enhance the educational program.
- 5K. treats people fairly, equitably, and with dignity and respect.
- 5L. protects the rights and confidentiality of others.
- 5M. demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5N. recognizes and respects the legitimate authority of others.
- 5O. examines and considers the prevailing values of the diverse school community.
- 5P. expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- 5Q. opens the school to public scrutiny.
- 5R. fulfills legal and contractual obligations.
- 5S. applies laws and procedures fairly, wisely, and considerately.
- 5T. demonstrates the importance of equity in a democratic society.

## **STANDARD 6 - The Political, Social, Economic, Legal and Cultural Context**

**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 Indicator - *The administrator has knowledge and understanding of:***

- 6A. principles of representative governance that undergird the system of American schools.
- 6B. the role of public education in developing and renewing a democratic society and an economically productive nation.
- 6C. the law as related to education.
- 6D. the political, social, cultural, and economic systems and processes.
- 6E. models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
- 6F. global issues and forces affecting teaching and learning.
- 6G. the dynamics of policy development and advocacy under our democratic political system.

**Performance Indicator - *The administrator facilitates processes and engages in activities ensuring that:***

- 6H. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- 6I. there is ongoing dialogue with and between representatives of diverse community groups.
- 6J. the school community works within the framework of policies, laws, and regulations enacted by local, State, and federal authorities.
- 6K. public policy is shaped to provide quality education for students.
- 6L. lines of communication are developed with decision-makers outside the school community.