

Instructional Leadership

Leadership Profile  
2014-15

	n Insufficient	% Insufficient	n satisfactory	% satisfactory	n target	% target	mean	median	std dev
2.1 Promote Positive School Culture Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	0	0%	1	11%	8	89%	1.89	2	0.33
2.2 Provide Instructional Program a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instructional programs b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners diverse needs. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	0	0%	1	11%	8	89%	1.89	2	0.33
2.3 Apply Best Practice to Student Learning a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	0	0%	1	11%	8	89%	1.89	2	0.33
2.4 Design Comprehensive Professional Growth Plans a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.	0	0%	1	11%	8	89%	1.89	2	0.33
4.2 Respond to Community Interests and Need a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. c. Candidates provide leadership to programs serving students with special and exceptional needs. d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	0	0%	1	11%	8	89%	1.89	2	0.33
5.1 Acts with Integrity a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	0	0%	1	11%	8	89%	1.89	2	0.33
5.2 Acts Fairly a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	0	0%	1	11%	8	89%	1.89	2	0.33
5.3 Acts Ethically a. Candidates make and explain decisions based upon ethical and legal principles.	0	0%	1	11%	8	89%	1.89	2	0.33
6.1 Understand the Larger Context a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community. g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice. h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	0	0%	1	11%	8	89%	1.89	2	0.33
6.2 Respond to the Larger Context a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with	0	0%	1	11%	8	89%	1.89	2	0.33
6.3 Influence the Larger Context a. b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	0	0%	1	11%	8	89%	1.89	2	0.33