

EDUCATIONAL LEADERSHIP (Principal) STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

1. Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).

2. Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

5. (1.1-1.4) Vision. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning.

6. (1.5) Vision. Promotes the success of all students by facilitating a vision of learning that is shared and supported by the school community.

7. (2.1) School Culture. Promotes the success of all students by advocating, nurturing, and sustaining a school culture.

8. (2.2) Instructional Program. Promotes the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning.

9. (2.3) Best Practices for Student Learning. Promotes the success of all students by supporting and sustaining programs based on best practices and that promote student learning.

10. (2.4) Professional Development. Promotes the success of all students by advocating, nurturing, and sustaining staff professional growth.

11. (3.1) Organizational Management. Promotes the success of all students by ensuring management of the organization for a safe, efficient, and effective learning environment.

12. (3.2-3.3) Operation and Resource Management. Promotes the success of all students by ensuring management of operations and resources for a safe, efficient, and effective learning environment.

13. Technology I. Promotes the success of all students by understanding and using technology to enhance curriculum and student learning.

14. Technology II. Understands and uses technology to enhance his/her own professional practice and school operations

15. (6.1-6.3) Larger Context. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

16. Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

17. (4.1-4.3) Collaboration. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

18. (5.1-5.2) Integrity and Fairness. Promotes the success of all students by acting with integrity, and fairness.

19. (5.3) Ethics. Promotes the success of all students by acting in an ethical manner.

20. (7.1-7.5) Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.