



# **Gouverneur Central School District**

## **Professional Development Plan**

**2016-2017**

**Revised**

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### Action Plans for Professional Learning for Gouverneur Priorities

PRIORITY 1: Professional Learning Systems and Structures including Technology

PRIORITY 2: Curriculum, Instruction and Assessment (Common Core State Standards, Curriculum, Instruction, Assessment, College and Career Readiness, Data)

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## NARRATIVE

### I. Introduction

*Unlike other industrialized nations that are high achieving, the United States lacks a systemic approach to recruiting, training, preparing, and retaining teachers, or for using the skills of accomplished teachers to help improve schools. (Linda Darling-Hammond)*

The Gouverneur Central School District encompasses a rural population of approximately 3,900 in southern St. Lawrence County. Gouverneur's primary industry is agriculture. Students come from the village and town of Gouverneur plus peripheral rural communities. Students can take advantage of vocational technical training at 2 training centers run by the St. Lawrence-Lewis BOCES. The Middle School schedule is an 8 period day. The High School schedule offers both traditional and semestered courses. Advanced Placement courses and early college admission is offered for our students. A six-week remedial summer school session is provided for the opportunity to improve course grades.

In order to meet NYS requirements for a comprehensive Professional Development Plan, the Gouverneur Central School District made a commitment to design a comprehensive system of professional learning that describes the vision, mission, definition, and beliefs driving professional learning to ensure that all educators engage in continuous professional learning focused on increasing their effectiveness and student results.

The comprehensive system includes multiple components that specify the policies, procedures, responsibilities, governance, and operations for continuous educator learning. It also describes how professional learning aligns with other systems within a school district and major initiatives for reform.

This document will provide the staff and community with a “big picture” of the professional learning priorities for our district. It is intended to guide the district, the departments, and the schools as they plan and implement high quality professional learning programs that are designed to improve the effectiveness of all staff and the achievement of all students. While individual schools may identify other priorities based on student and staff needs, these five top priorities are non-negotiable—they are keys to our success. The priorities are:

1. Curriculum, Instruction and Assessment (Common Core State Standards, Curriculum, Instruction, Assessment, College and Career Readiness, Data)
2. Teacher and Principal Evaluation and Effectiveness
3. Non-Instructional Staff/All Stakeholders
4. Internal and External Communication

Much of the dialogue of the Professional Learning Task Force centered around nine core policies areas that have become the focus of this work. These policy areas, as defined by Learning Forward, will be addressed in this plan. The nine policy areas include:

- Vision/function of professional learning as a part of the education system
- Definition and purpose for professional learning
- Standards for professional learning
- Dedicated time for professional learning

- Dedicated funding for professional learning
- Other resources (staff, technology, materials) for professional learning
- Governance of and decision making for professional learning
- Flexible design for professional learning
- Evaluation of professional learning

## **II. Gouverneur Central School District's (GCSD) Vision, Mission, Beliefs and Goals**

GCSD is “Delivering the Promise of a Brighter Future.” The leaders of GCSD are committed to advancing the achievement of its diverse student body through community engagement, sound policy governance, accountability and fiscal responsibility.

The vision for GCPS is that all students will successfully matriculate in a learning environment that enables every high school graduate to succeed in college, work, and life. This requires the school system to adequately equip students with 21st century skills and inquiry-based critical thinking competencies to not only compete in the global environment, but excel in their respective contributions to the global society. These 21st century skills and competencies enable GCSD graduates to be:

- Successful communicators and collaborators;
- Successful problem solvers;
- Responsible people; and
- Engaged global and domestic citizens.

The District goals provide the framework for all of the professional learning efforts. To carry out the district theory of action, the Chief Executive Officer of Schools and the Board of Education established the direction and focus for the work of the system through five strategic goals. These goals are listed below in prioritized order of importance:

- High Student Achievement: Ensure that all students graduate college and career ready.
- Highly Effective Teaching: Develop and maintain a highly effective workforce.
- Safe and Supportive Schools: Ensure a school environment that is conducive to teaching and learning.
- Strong Community Partnerships: Strengthen the connections with constituents and stakeholders.
- Effective and Efficient Operations: Exercise strong stewardship in the delivery of high quality services to GCSD constituents.

GCSD graduates are expected to master core academic content areas such as English, mathematics, science, social studies, fine arts, physical education, health, technology, and world languages. In essence, GCSD graduates are expected to be competent, responsible, and well-rounded individuals. Guiding the work of the school system in achieving expected student outcomes are the following five core beliefs:

1. Children are our business, and they come first.
2. Parents are our partners.
3. Victory is in the classroom.
4. Continuous improvement in teaching, leadership, and accountability is the key to our success.
5. Every member of the Gouverneur community shares in the responsibility for successful schools.

This Comprehensive Professional Learning Plan is designed to ensure that systems, structures and professional learning programs are in place so that Gouverneur is positioned to meet or exceed all of the goals set for the Superintendent and Board of Education. Professional Learning is designed to create and nurture a professional culture of learning, leadership, and innovation in all departments of GCSD. All professional learning activities

are aligned with district initiatives.

Highlighted strategies from the plan include:

- Provide a comprehensive, research-based professional learning program that includes a wide range of opportunities for staff and administrators to remain current with new developments in the field of education, to improve their professional skills, and to retain their license(s) and certification(s).
- Support all efforts to create an atmosphere that fosters collegiality, collaboration and interactive learning among members of school and system learning communities.
- Develop and implement district-wide opportunities to assist personnel in developing instructional strategies, learn more about the Danielson Framework for Teaching (FfT), improve the design and use of formative assessments, and develop and refine Response to Intervention (RtI).
- Provide new staff with a strong induction program, including orientation, mentoring, and ongoing support throughout the critical first three years to promote more effective teaching and learning.
- Recognize and utilize the expertise and talents of professionals within the school system to build internal capacity, strengthen the professional learning efforts and improve practice.

Currently, professional learning is managed throughout the district in many divisions, departments and, of course, in all schools. The intention of this Comprehensive Professional Learning Plan is to pull together in one place important strategies and actions that provide the foundation of the district professional learning programs. It is important to note that schools are taking on additional responsibilities for managing site based and job-embedded professional learning as part of the work day of all staff. Efforts to support the site-based work are being managed by school administrators and teacher leaders with the support of area leaders and other central staff.

### **III. Professional Learning Task Force**

In an effort to ensure that all professional development opportunities align with systemic goals for educator effectiveness and student achievement, and to provide guidance regarding recommendations from a recent professional development audit, the Assistant Superintendent's Office of Curriculum and Instruction convened a multi-stakeholder Professional Development Committee. The PLTF is comprised of stakeholders representing various constituents within GCSD who engaged in the development of a comprehensive professional learning plan that improves both educator effectiveness and results for all students. Ann Delehant, Senior Consultant for Learning Forward, served as a facilitator for the work of the Task Force, and guided the development of this comprehensive professional learning plan that will serve as a guide for implementing high-quality professional learning in GCSD.

The Assistant Superintendent's Office of Curriculum and Instruction established a Professional Learning team to develop a two-year comprehensive Professional Learning Plan for GCSD. Representative team members include:

- Brooke Bush, Parent
- Donna Bushey, Assistant Superintendent for Curriculum & Instruction
- Nicholas Costa, Middle School Special Education/Social Studies
- Brock Davison, Middle/High School Science
- Victoria Day, East Side Elementary Principal
- Stacey Devlin, Middle School ELA

- Michelle Pinnard, Ph.D. SUNY Potsdam, Higher Education
- Michael McQuade, Parent
- Jerri-Lyn Patton, High School Social Studies
- Sarah Pawananon, East Side Elementary Kindergarten

In addition to the full task force, smaller work groups divided the tasks and drafted departmental and school strategies and actions.

The goal of the Professional Learning Committee is to develop a plan that is comprehensive and coherent across the district and based on learning theories, research, and proven models that increase educator effectiveness and results for all students. This plan includes a commitment to a standard of excellence that will be self-sustaining and survive turnover in school and district leadership.

#### **IV. Purpose of the Comprehensive Plan**

Professional learning matters.

The most important in-school determinant of a student’s success is the quality of teaching. The most important resource that school districts have to ensure great teaching for every child is the quality of professional learning for all of the educators. Today’s educators are expected to achieve more than any generation of teachers who preceded them. Professional development provides teachers with the support they need in order to enhance student learning. Student academic success is enhanced when teachers experience powerful professional support.

The purpose of this plan is to describe and define the framework for professional learning in Gouverneur School District. The plan demonstrates the district’s commitment to ensure that every teacher experiences high-quality professional learning so that every student achieves his or her highest potential. To compete globally, to continue to meet technological, environmental, and innovation challenges, and to take advantage of opportunities to succeed beyond public school, every student must have exemplary teaching every day. Professional learning is the pathway to exemplary teaching and student learning.

It may be noted that there is a language shift in this document—the team is using “professional learning” more often than “professional development.” What are these shifts in thinking about professional learning? They are both simple and profound at the same time – moving from professional development to professional learning means that adults are focusing on students, attending to requisite knowledge and skills, engaging in systematic inquiry into the effectiveness of practice, being explicit about underpinning theories of professionalism and engaging everyone in the system in learning. ([www.mcgraw-hill.co.uk/.../9780335244041.pdf](http://www.mcgraw-hill.co.uk/.../9780335244041.pdf)).

#### **V. District Resources**

##### Fiscal resources

- Title I A & D
- Title IIA
- Title IID
- Title VI Rural & Low Income Schools
- Title II Part B Math/Science Partnership

### Staff resources

- Content specialists
- Exemplary teachers
- Technology Integration Specialist

### Providers

- Teacher Resource Centers (St. Lawrence Valley Teachers' Learning Center)
- BOCES (St. Lawrence-Lewis, Jeff-Lewis, etc.)
- Consultants

### Community

- Community-based organizations
- Parents

## **VII. Quality Professional Learning in GCSD: Vision, Mission, Beliefs Standards, and Policies for Professional Learning**

Members of the Professional Learning Task Force wrote the following vision, mission and beliefs to reflect the commitment to professional learning in GCSD.

### **A. GCSD Vision for Professional Learning**

Gouverneur employees continuously engage in effective professional learning to ensure that every student achieves.

### **B. GCSD Mission for Professional Learning**

High-quality professional learning for all Gouverneur Central School District employees promotes distinguished practice for staff and ensures that all students are college and career ready. To accomplish this mission, we will be leaders in designing standards-based, results-driven, collaborative and relevant growth opportunities.

### **C. GCSD Beliefs for Professional Learning**

In support of our vision and mission, we believe...

- Students become lifelong learners when adults in their lives model lifelong learning.
- When educators believe in students, all students learn.
- Educational challenges are best resolved by collaborating and learning together.
- Student learning improves when all stakeholders reflect on professional practice and student engagement.
- Diversity is essential, enriches the collaborative experience, and enhances learning for all.
- Professional learning begins with goal setting and high expectations.
- Leaders have a responsibility to build and sustain the capacity of individuals and organization to learn and lead.
- The quality and effectiveness of professional learning needs to be monitored and evaluated for its impact on student learning; the results should lead to ongoing improvements in both professional learning programs and practice.
- The allocation and use of time in school schedules district-wide should allow for high-quality, job-

embedded professional learning in support of increased student achievement.

#### **D. GCSD Standards for Professional Learning (based upon the Standards for Professional Learning adopted by Learning Forward in 2011)**

- **Learning Communities:** Professional learning that increases employee effectiveness and results for all students occurs within learning communities committed to providing dedicated time for continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases employee effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Professional learning that increases employee effectiveness and results for all students requires prioritizing, monitoring, and coordinating financial and human resources for educator learning.
- **Data:** Professional learning that increases employee effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases employee effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases employee effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases employee effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

#### **E. GCSD Standards for Leadership**

The leadership standards drive the development of all administrative leaders including aspiring principals, assistant principals, principals and central office staff. The GCSD Standards for Leadership are:

GCSD is exploring the use of the Model Teacher Leader standards ([www.teacherleadersstandards.org](http://www.teacherleadersstandards.org)) developed by the Education Commission of the States, and they will be used to guide teacher leadership programs. The seven domains of the Teacher Leader Standards are:

1. Foster a collaborative culture to support educator development and student learning
2. Access and use research to improve practice and student learning
3. Promote professional learning for continuous improvement
4. Facilitate improvements in instruction and student learning
5. Promote the use of assessments and data for school and district improvement
6. Improve outreach and collaboration with families and the community
7. Advocate for student learning and the profession

The functions included in each of these domains can be accessed at [http://www.teacherleaderstandards.org/standards\\_overview](http://www.teacherleaderstandards.org/standards_overview) .

The complete text of the Leadership Standards is included in Appendix D.

#### **F. GCSD Policies to Support Professional Learning**



The purpose of the professional learning policy is to outline procedures and expectations for administrative, instructional, and support personnel in the areas of ongoing professional learning and programs for new instructional initiatives. The complete Board of Education Policy is found in Appendix E.

### **G. Evaluation of Learning**

Effectiveness of professional learning opportunities will be determined through various means including, but not limited to, evaluation forms found in My Learning Plan, staff surveys, teacher interviews, and SLL BOCES feedback forms.

## **GOVERNEUR NEW TEACHER ACADEMY MENTORING PROGRAM**

### **New Teacher/Mentoring Amended to PD Plan**

The New Teacher Academy was designed to support all teachers and professional staff newly employed by the district. The New Staff Induction Day in August 1999 served as a first step leading to the academy. A committee of administrators developed and shared this plan with the Administrative Council. The Council members provided input as did other members of the school community. The district continues each year to reflect upon and refine the goals and offerings of the New Teacher Academy.

#### **Goals:**

- Increase the probability that new teachers will make a successful transition to the Gouverneur Central School District.
- Work collaboratively with the St. Lawrence-Lewis BOCES to provide newly hired teachers with a teacher mentoring program to help them with the transition from teacher preparation to practice.
- Involve all new teachers over the course of their first three years of employment with participation in New Teacher Academy workshops

#### **Completion and Documentation of Mentored Experience**

- New teachers and mentor teachers will document their collaborative experiences in My Learning Plan. This will ensure that records are permanently maintained, and will afford the Superintendent with the evidence needed for completion of the Mentored Experience Statement, required by the New York State Education Department for Professional Certification.

TIMELINE	AUDIENCE	ACTION STEPS/FORMAT	SUPPORT AND FOLLOW UP	MONITORING/SUCCESS INDICATORS
Three years	Newly hired teachers and professional staff	<p><b>Year 1 - New hires will be informed of:</b></p> <ul style="list-style-type: none"> <li>- A mentor that will be assigned to them for their first 3 years</li> <li>- District protocol and policies related to their appointment within the District</li> <li>- The District's Special Education Program.</li> <li>- Reflective requirements with mentors to discuss expectations and procedures that will strengthen the success of the program</li> </ul> <p><b>Year 2 - New hires will be informed of:</b></p> <ul style="list-style-type: none"> <li>- Resources and strategies they can effectively implement in their assignments</li> <li>- Ways to collaborate and communicate with each other about the effectiveness of these resources and strategies</li> </ul> <p><b>Year 3 - New hires will be informed of:</b></p> <ul style="list-style-type: none"> <li>- A culminating experience they are to complete and present to District administrators</li> </ul>	<ul style="list-style-type: none"> <li>- Regular meetings will be held throughout each year of the program</li> <li>- Meetings will reinforce District Professional Development Goals of the New Teacher Academy Program</li> <li>- Will secure classroom visitations both In-District and Out-of-District placements</li> <li>- Administrative and Mentors will provide on-going assistance to mentees throughout the program</li> <li>- Administrators/Mentors will help prepare staff members for their culminating experience</li> </ul>	<ul style="list-style-type: none"> <li>- Retention of New Teachers</li> <li>- Culminating Experience created by New Professional Staff</li> <li>- Data collected from (assessments and surveys)</li> <li>- In practice evaluations</li> </ul>

**GOUVERNEUR PROFESSIONAL LEARNING PLAN**

**STRATEGY: APPR**

<b>TIMELINE</b>	<b>AUDIENCE</b>	<b>ACTION STEPS/FORMAT</b>	<b>SUPPORT AND FOLLOW UP</b>	<b>MONITORING/ SUCCESS INDICATORS</b>
All year	All new hires Pre-k-12	Introduce educators to APPR and evaluation tools -iObservation -Danielson Rubric -HEDI scale -TIP plan	-principal and mentor will guide the teacher through the evaluation process throughout the year	-continuous monitoring
All year	9-12	Schedule SUPA training.	-principal will monitor the process to ensure highly trained teachers for SUPA	-course offerings will continue to expand each year
	9-12	Student engagement and Effective Use of Questioning	-principal will monitor and schedule follow-up sessions as needed	-classroom observations and walkthroughs will yield evidence of student engagement
	6-8	STEM curriculum writing and course alignment		-new courses will be added at each level, grades 6-8
	PK-12	ELA curriculum writing and course alignment		
	k-12	Science curriculum writing and course alignment		
	PK-12	Math curriculum writing and course alignment		
	K-2	Writing Curriculum	-principals and assistant superintendent will monitor student progress in the area of writing using assessment results from Super Kids	-continuous student improvement in the area of writing will be observed from year to year, as measured by student assessment results
	3-5	Writing Curriculum	principals and assistant	-continuous student improvement

			superintendent will monitor student progress in the area of writing using assessment results from Six Traits	in the area of writing will be observed from year to year, as measured by informal and NYS assessments
	6-12	Writing Curriculum	-principals will monitor the development and implementation of a formal writing curriculum at all grade levels 6-12	-continuous student improvement in the area of writing will be observed from year to year, as measured by informal and NYS assessments
	PK-12 and committee members	Health and Wellness Plan	-committee will monitor the effectiveness of the wellness activities developed for staff members	-an increase in employee health, wellness, and job satisfaction will be measured through climate surveys and EAP usage reports
	PK-12	Technology Integration Plans	-superintendent will evaluate the effectiveness of the technology integration specialist in consideration of an extension of the position	-teachers will create lessons that integrate technology tools and programs.
	3-12	Benchmark and Mid-term Assessment Development for all subject areas	-principals will monitor the development of assessments	-use of assessment results will result in students' academic improvement, as measured by NYS assessments
	3-12	Castle Learning Assessment Training for grades 3-12 <ul style="list-style-type: none"> <li>● Level 2 training</li> <li>● Level 1 training</li> </ul>	-assistant superintendent will arrange training as needed	-teacher and student usage will increase from year to year, as measured by usage reports
	k-12	Differentiated Instruction and Integrated Co-Teaching for General Education and Special Education Teachers	-principals and the assistant superintendent will monitor teachers' need for ongoing training	-teachers will demonstrate a greater ability to work with diverse learners in the classroom setting
	PK-12	Technology Training	-the assistant superintendent will evaluate learning opportunities offered through Model Schools and other conferences and workshops	-an increase in conference and workshop attendance will be measured through My Learning Plan records

	PK-12	Project-Based Learning	-principals will monitor the need for additional training	-evidence of student engagement in Project-Based Learning will be observed during classroom walkthroughs and formal observations
	PK-12	SLL BOCES Tech Camp	-assistant superintendent will evaluate the content of the Tech Camp and approve attendance that will result in new learning	-evidence of Tech integration will be observed during classroom walkthroughs and formal observations
	PK-12	SLL BOCES Math Camp	-assistant superintendent will evaluate the content of the Math Camp and approve attendance that will result in new learning	-evidence of student proficiency in mathematics will be observed and measured by module assessments, benchmark assessments, NYS assessments



## APPENDIX A: Model Teacher Leadership Standards

### The Standards:

#### **Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning**

The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.

#### **Functions**

The teacher leader:

- a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) **Models effective skills** in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c) **Employs facilitation skills** to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- e) **Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages** to promote effective interactions among colleagues.

See more at: [http://www.teacherleaderstandards.org/the\\_standards\\_domain\\_1#sthash.GXQXRoxk.dpuf](http://www.teacherleaderstandards.org/the_standards_domain_1#sthash.GXQXRoxk.dpuf)

#### **Domain 2: Accessing and Using Research to Improve Practice and Student Learning**

The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

#### **Functions**

The teacher leader:

- a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
- b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and
- d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

See more at: [http://www.teacherleaderstandards.org/the\\_standards\\_domain\\_2#sthash.TJRoriM6.dpuf](http://www.teacherleaderstandards.org/the_standards_domain_2#sthash.TJRoriM6.dpuf)

### **Domain 3: Promoting Professional Learning for Continuous Improvement**

The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

#### **Functions**

The teacher leader:

- a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
- c) Facilitates professional learning among colleagues;
- d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;
- g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and
- h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

See more at: [http://www.teacherleaderstandards.org/the\\_standards\\_domain\\_3#sthash.Tnej00MM.dpuf](http://www.teacherleaderstandards.org/the_standards_domain_3#sthash.Tnej00MM.dpuf)

### **Domain 4: Facilitating Improvements in Instruction and Student Learning**

The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

#### **Functions**

The teacher leader:

- a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
- c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and
- f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

See more at: [http://www.teacherleaderstandards.org/the\\_standards\\_domain\\_4#sthash.JwzCeLgA.dpuf](http://www.teacherleaderstandards.org/the_standards_domain_4#sthash.JwzCeLgA.dpuf)



## **Domain 5: Promoting the Use of Assessments and Data for School and District Improvement**

The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

### **Functions**

The teacher leader:

- a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;
- b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;
- c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and
- d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

See more at: [http://www.teacherleaderstandards.org/the\\_standards\\_domain\\_5#sthash.pUSqQ0Ti.dpuf](http://www.teacherleaderstandards.org/the_standards_domain_5#sthash.pUSqQ0Ti.dpuf)

## **Domain 6: Improving Outreach and Collaboration with Families and Community**

The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

### **Functions**

The teacher leader:

- a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;
- b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and
- e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

See more at: [http://www.teacherleaderstandards.org/the\\_standards\\_domain\\_6#sthash.KL70cKOU.dpuf](http://www.teacherleaderstandards.org/the_standards_domain_6#sthash.KL70cKOU.dpuf)

## **Domain 7: Advocating for Student Learning and the Profession**

The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

### **Functions**

The teacher leader:

- a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to

communicate effectively with targeted audiences such as parents and community members;

d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and

e) Represents and advocates for the profession in contexts outside of the classroom.

See more at: [http://www.teacherleaderstandards.org/the\\_standards\\_domain\\_7#sthash.21q56Ah2.dpuf](http://www.teacherleaderstandards.org/the_standards_domain_7#sthash.21q56Ah2.dpuf)

## APPENDIX B: NEW YORK STATE TEACHING STANDARDS

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### Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

#### Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

#### Performance Indicators:

- Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- Teachers implement lessons and modify instruction based upon students' developmental needs.

#### Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

#### Performance Indicators:

- Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- Teachers explain their instructional decisions citing current research.

#### Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

#### Performance Indicators:

- Teachers vary and modify instruction to meet the diverse learning needs of each student.
- Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

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#### Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student’s parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student’s parents, guardians, and/or caregivers.

Element I.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students’ learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students’ strengths and limitations, and the environmental factors that influence their students’ learning.
- c. Teachers attend to an individual student’s personal and family experiences by incorporating multiple perspectives.

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
  - b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.
- 3

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1:

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

Element II.2:

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students’ ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.

e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

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#### Element II.3:

Teachers use a broad range of instructional strategies to make subject matter accessible.

#### Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

#### Element II.4:

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

#### Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

#### Element II.5:

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

#### Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

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#### Element II.6:

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

#### Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

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### Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

#### Element III.1:

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

#### Performance indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.

c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2:

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

Element III.3:

Teachers set high expectations and create challenging learning experiences for students.

Performance indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

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Element III.4:

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5:

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

Element III.6:

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.

c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

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#### Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

##### Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

##### Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

##### Element IV.2:

Teachers create an intellectually challenging and stimulating learning environment.

##### Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

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##### Element IV.3:

Teachers manage the learning environment for the effective operation of the classroom.

##### Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

##### Element IV.4:

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

##### Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

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#### Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

##### Element V.1:

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required testing accommodations.

Element V.2:

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

Element V.3:

Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

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Element V.4:

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5:

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

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Standard VI: Professional Responsibilities and Collaboration



Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

Element VI.2:

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.

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Element VI.3:

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Element VI.4:

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

#### Element VI.5:

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

#### Performance Indicators:

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

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#### Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

#### Element VII.1:

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

#### Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

#### Element VII.2:

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

#### Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

#### Element VII.3:

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

#### Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.
- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

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#### Element VII.4:

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

#### Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

## APPENDIX C: Leadership Standards

### ISLIC STANDARDS

#### AS ADOPTED BY NEW YORK STATE EDUCATION DEPARTMENT

#### ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). The Program in Educational Leadership uses the ISLLC standards as a requirement for the student's [Learning Portfolio](#).

There are six standards. Each standard is followed by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard.

**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.

#### 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
- 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 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.

### **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
- 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 3:** 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
- 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
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- 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 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.

#### **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
- 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

**Standard 5:** 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 facilitates processes and engages in activities ensuring that:

- 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

**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

## **APPENDIX D: INTERNATIONAL SOCIETY FOR TECHNOLOGY EDUCATION STANDARDS (ISTE)**

### **ISTE Standards**

#### **Teachers**

**International Society for Technology in Education** Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

#### **1. Facilitate and inspire student learning and creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

#### **2. Design and develop digital age learning experiences and assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

#### **3. Model digital age work and learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

#### **4. Promote and model digital citizenship and responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

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#### **5. Engage in professional growth and leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and selfrenewal of the teaching profession and of their school and community

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## **ISTE Standards**

### **Students**

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#### **1. Creativity and innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes

- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

## **2. Communication and collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

## **3. Research and information fluency**

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

## **4. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

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## **5. Digital citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

## **6. Technology operations and concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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## **ISTE Standards**

### **Administrators**

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#### **1. Visionary leadership**

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

#### **2. Digital age learning culture**

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

#### **3. Excellence in professional practice**

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

#### **4. Systemic improvement**

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources

- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

## **5. Digital citizenship**

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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## **APPENDIX E: BOARD OF EDUCATION POLICY**

1996

4410

### **Administration**

#### **SUBJECT: PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

The Board of Education shall encourage administrators to keep themselves informed of current educational theory and practice by study, by visiting other school systems, by attendance at educational conferences, and by such other means as are appropriate.

The approval of the Superintendent shall be required for any conference attendance or visitations requested by administrators.

Participation shall be limited by available resources and reimbursement guidelines.  
General Municipal Law Section 77-b

Adopted: 8/5/96