

## ISLLC STANDARDS FOR SCHOOL LEADERS: STANDARD TWO

### Interstate School Leaders Licensure Consortium Standards for School Leaders

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**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
- Lifelong 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
- Lifelong 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

