



Georgia Educational Leadership Standards Alignment with ETS® Performance Assessment for School Leaders (PASL) Tasks

PASL Tasks and Steps	Georgia Educational Leadership Standards
<p>PASL Task 1: Problem Solving in the Field</p> <p>Candidates’ ability to address and resolve a significant problem/challenge in the school that influences instructional practice and student learning</p>	<p>Standard 1: ii, iii, v, vi, vii, viii Standard 2: i, ii, iii, v Standard 3: vi, vii, ix Standard 5: i Standard 6: vi Standard 7: i, iii, vii, ix Standard 8: viii Standard 9: i Standard 10: i, ii, iv, vi, vii, ix</p>

<p>Step 1 Identifying a Problem/Challenge Candidates’ ability to identify a significant problem/challenge</p>

Standard 1:

- (ii) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school’s mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.
- (vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.
- (viii) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Standard 2:

- (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (iii) Place children at the center of education and accept responsibility for each student’s academic success and well-being.

Standard 3:

- (vi) Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals.



Standard 5:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 7:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

Standard 9:

(i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Standard 10:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(iv) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

Step 2
Researching and Developing a Plan
Candidates' ability to develop a plan to address a significant problem

Standard 1:

(iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2:

(i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

(ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

(iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.



(v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

Standard 3:

(ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 5:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Standard 7:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

Standard 8:

(viii) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

Standard 9:

(i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Standard 10:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(iv) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

(vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.



Step 3 **Implementing the Plan**

Candidates' ability to implement and then analyze the effectiveness of the plan

Standard 1:

- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.
- (vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- (vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.
- (viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2:

- (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- (v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

Standard 3:

- (vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- (ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 5:

- (i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

- (vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Standard 7:

- (i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

Standard 9:

- (i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.



Standard 10:

- (i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.
- (iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- (vii) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- (ix) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

Step 4
Reflecting on the Plan and the Resolution
Candidates' ability to reflect on the effectiveness of the plan

Standard 1:

- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.
- (vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- (viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 5:

- (i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 7:

- (i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

Standard 10:

- (i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.
- (ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.
- (vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.



PASL Tasks and Steps	Georgia Educational Leadership Standards
<p>PASL Task 2 Supporting Continuous Professional Development</p> <p>Candidates’ ability to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning</p>	<p>Standard 1: ii, iii, v, vi, vii, viii Standard 2: i, ii, iii, v, vi Standard 3: vi, vii, ix Standard 4: iii, iv, v, vi Standard 5: i Standard 6: iii, iv, v, vi Standard 7: i, ii, iii, iv, v, vi, vii, viii, ix Standard 9: i, ii Standard 10: i, ii, iv, v, vi, vii</p>

Step 1
Designing Building-level Professional Development
 Candidates’ ability to work with colleagues to develop a prioritized list of significant professional development needs

Standard 1:

- (ii) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school’s mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.
- (vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- (viii) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Standard 2:

- (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (iii) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- (v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- (vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

Standard 3:

- (vi) Utilize a variety of strategies to examine and address assumptions and beliefs that may conflict with vision, mission, core values, and goals.

**Standard 4:**

- (iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.
- (v) Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.
- (vi) Collaboratively model and promote with all stakeholders a culture of high expectations for all students.

Standard 5:

- (i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

- (iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- (iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- (vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Standard 7:

- (i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- (ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- (iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- (v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- (vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- (vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.
- (viii) Encourage faculty-initiated improvement of programs and practices.
- (ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

Standard 9:

- (i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- (ii) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

**Standard 10:**

- (i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.
- (ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.
- (iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- (v) Build the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for school improvement.
- (vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

Step 2**Implementing Building-Level Professional Development**

Candidates' ability to facilitate professional development to address building-level teachers' needs

Standard 1:

- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.
- (viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2:

- (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- (v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

Standard 3:

- (vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- (ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 4:

- (iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.
- (iv) Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.



(v) Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

(vi) Collaboratively model and promote with all stakeholders a culture of high expectations for all students.

Standard 5:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Standard 7:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.

(ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

Standard 9:

(i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Standard 10:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.



(iv) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.

Step 3

Analyzing Three Participants' Responses

Candidates' ability to analyze the effectiveness of professional development on colleagues

Standard 1:

(iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2:

(i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

(iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.

Standard 4:

(iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.

(iv) Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.

(v) Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

Standard 5:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(v) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.



Standard 7:

- (i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- (iv) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- (v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- (vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- (vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

Standard 9:

- (i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Step 4
Reflecting on Building-Level Professional Development
Candidates’ ability to reflect on the effectiveness of the implementation of building-level professional development

Standard 1:

- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school’s mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.
- (vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- (vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.
- (viii) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Standard 2:

- (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (iii) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- (v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

Standard 3:

- (vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.



(ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 4:

(iii) Promote instructional and assessment practice that is consistent with knowledge of learning, learner growth and development, effective pedagogy, and the needs of each student.

(iv) Guide the selection and implementation of evidence-based teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations.

(v) Ensure instructional practice that is intellectually challenging, authentic to student experiences, aligned to student strengths, and is differentiated and personalized.

Standard 5:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Standard 7:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.

Standard 10:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.



(iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.



PASL Tasks and Steps	Georgia Educational Leadership Standards
<p>PASL Task 3 Creating a Collaborative Culture</p> <p>Candidates’ ability to facilitate stakeholders’ efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture</p>	<p>Standard 1: ii, iii, v, vi, vii, viii Standard 2: i, ii, iii, v Standard 3: vii, ix Standard 5: i Standard 6: iii, iv, vi, vii Standard 7: i, ii, iii, iv, v, vi, vii, viii, ix Standard 9: i Standard 10: i, ii, iii, iv, vi, vii, viii, ix</p>

Step 1
Identifying the Collaborative Team

Candidates’ ability to identify a team of teachers with varying experience to develop a collaborative team

Standard 1:

- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school’s mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.
- (vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- (viii) Model and pursue the school’s mission, vision, and core values in all aspects of leadership

Standard 2:

- (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

Standard 3:

- (vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- (ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 5:

- (i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

- (iii) Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.



(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii) Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

Standard 7:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.

Standard 9:

(i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Standard 10:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(ix) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Step 2

Developing a Plan to Improve Instruction, Student Learning, and the School Culture

Candidates' ability to facilitate colleagues' work during the course of developing a plan to improve instruction, student learning, and the school culture

Standard 1:

(ii) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for student success and well-being by articulating, advocating, and cultivating core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.



(iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2:

(i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

(ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

(iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.

(v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

Standard 3:

(vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

(ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 5:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii) Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

Standard 7:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.



- (v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- (vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- (vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.
- (viii) Encourage faculty-initiated improvement of programs and practices.
- (ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

Standard 9:

- (i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Standard 10:

- (i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.
- (ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.
- (iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.
- (iv) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- (vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.
- (vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.
- (viii) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- (ix) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Step 3

Implementing the Plan to Improve Instruction, Student Learning, and the School Culture
Candidates' ability to facilitate the collaborative team's work as they implement the plan to improve instruction, student learning, and the school culture

Standard 1:

- (iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.
- (vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- (vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.



(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2:

- (i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- (ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- (iii) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- (v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

Standard 3:

- (vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- (ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 5:

- (i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

- (iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- (iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- (vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Standard 7:

- (i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- (ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- (iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- (iv) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- (v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- (vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.



(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(ix) Use data, including student performance data, to evaluate the impact professional learning has on the faculty and staff, the school/district, and student learning.

Standard 9:

(i) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Standard 10:

(i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.

(ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.

(iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.

(iv) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

(vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.

(vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.

(viii) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

Step 4

Reflecting on the Collaborative Team and the School Culture

Candidates' ability to facilitate colleagues' self-reflection on the collaborative team and the ability to reflect on future work in building collaborative teams in order to promote positive change in the school culture

Standard 1:

(iii) Utilize best practices to strategically identify, implement, and evaluate actions to achieve the vision, mission, and core values for the school.

(v) Develop a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's mission, vision and core values, and respond to changing expectations and opportunities for the school, and changing needs and situations of students.

(vi) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

(vii) Monitor communications and actions to build and sustain school and community alignment with the shared vision, mission, and core values.

(viii) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2:

(i) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.



(ii) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

(v) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

Standard 3:

(vii) Incorporate knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

(ix) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 5:

(i) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

Standard 6:

(iii) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

(iv) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

(vi) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

(vii) Recognize the achievements of highly effective teachers and others by developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school.

Standard 7:

(i) Foster supportive workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

(ii) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

(iii) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

(iv) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

(v) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

(vi) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

(vii) Provide roles, structures, opportunities, and norms to support collaborative examination of practice, collegial feedback, and collective learning.

(viii) Encourage faculty-initiated improvement of programs and practices.



Standard 10:

- (i) Use a systematic continuous improvement process to achieve the vision, fulfill the mission, and promote the core values of the school.
- (ii) Create a continuous improvement culture within the school and community that promotes mutual commitment and accountability for student success.
- (iii) Develop the capacity of staff to effectively lead strategic teams in a systematic process of school improvement.
- (iv) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- (vi) Develop systematic processes of data collection, management, and analysis to determine root causes and inform the decision-making process.
- (vii) Adopt a systems perspective ensuring alignment among improvement efforts and within all aspects of school organization, programs, and services.
- (viii) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- (ix) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.