

## Educational Leadership

### Austin Peay State University Professional Educational Standards, ISLLC Standards, and NCATE Standards

Austin Peay State University Professional Educational Standards	ISLLC Standards	NCATE Standards
<p><b>STANDARD ONE: PROFESSIONAL GROWTH AND DEVELOPMENT</b> Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who actively seek out opportunities to grow professionally, and who effectively communicate with students, parents, colleagues, and others.</p> <p>1.1 Candidates reflect on effective teaching practices as demonstrated by mentor teachers and colleagues</p> <p>1.2 Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students</p> <p>1.3 Candidates monitor their teaching strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly.</p> <p>1.4 Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development</p> <p>1.5 Candidates demonstrate a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimensions of</p>	<p><b>STANDARD: 1</b> 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.</p> <p><b>STANDARD: 4</b> 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.</p> <p><b>STANDARD: 7</b> The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1- 6 through substantial, sustained, standards- based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>	<p><b>1.E.</b> They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services</p> <p><b>1.F.</b> They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.</p>

<p>classrooms and schools.</p> <p>1.6 Candidates effectively communicate with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.</p> <p>1.7 Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.</p> <p>1.8 Candidates use knowledge of effective verbal, and nonverbal communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom</p> <p>1.9 Candidates use media to foster active inquiry, collaboration and supportive interaction in the classroom.</p> <p>1.10 Candidates write at a professional level, using proper grammar and writing techniques and appropriately referencing research.</p>		
<p><b>STANDARD TWO: KNOWLEDGE OF INSTRUCTION</b> Candidates plan instruction based upon</p>	<p><b>STANDARD 2:</b> A school administrator is an educational leader who promotes</p>	<p><b>1.F.</b> Candidates for other professional school roles are able to create positive</p>

<p>knowledge of subject matter, students, the community, and curriculum goals and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.</p> <p>2.1 Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students.</p> <p>2.2 Candidates organize instruction to create learning experiences that content to real life experiences and enable students to apply learning to future careers.</p> <p>2.3 Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs.</p> <p>2.4 Candidates use a wide variety of resources and methods, including technology and assessment data, teacher-created materials, textbooks, technology, community and business resources to develop and use clear, accurate presentations of concepts to promote student learning.</p> <p>2.5 Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content.</p>	<p>the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p>environments for student learning.</p>
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<p>2.6 Candidates support acquisition of English necessary for continuous learning in the content area of students whose first language is not English.</p> <p>2.7 Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students.</p> <p>2.8 Candidates evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching.</p> <p>2.9 Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives.</p> <p>2.10 Candidates work with others in developing individualized plans, adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.</p> <p>2.11 Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas.</p> <p>2.12 Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student</p>		
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<p>understanding, and helping students express their ideas.</p>		
<p><b>Standard Three: Knowledge of Assessment and Evaluation.</b>  Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing, intellectual, social and physical development of the learner.</p> <p>3.1 Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.</p> <p>3.2 Candidates understand state and federal accountability requirements.</p> <p>3.3 Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.</p> <p>3.4 Candidates actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves.</p> <p>3.5 Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues.</p> <p>3.6 Candidates collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the</p>	<p><b>ISLLC.1.P.11</b>  * P: The administrator facilitates processes and engages in activities ensuring that assessment data related to student learning are used to develop the school vision and goals</p>	<p><b>1.E.</b>  They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services</p> <p><b>1.F.</b>  They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.</p>

<p>results of recommended individual assessments</p>		
<p><b>STANDARD FOUR: KNOWLEDGE OF STUDENTS</b>  Candidates understand the diverse needs of students and that students differ in their approaches to learning. Candidates can create learning opportunities that meet the needs of all students. Candidates support students’ intellectual, social and personal development.</p> <p>4.1 Candidates understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development</p> <p>4.2. Candidates draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains when making instructional decisions.</p> <p>4.3 Candidates recognize that students with disabilities may exhibit greater individual variation and that a disability often influences development and functioning in more than one area</p> <p>4.4 Candidates use this knowledge of students to optimize learning opportunities for each student</p> <p>4.5 Candidates understand and identify differences in student approaches to learning and performance</p> <p>4.6 Candidates design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds,</p>	<p><b>STANDARD: 2</b>  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.</p>	<p><b>1.E.</b>  They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services</p>

<p>socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.</p> <p>4.7 Candidates create a learning community which is inclusive and in which individual differences are respected</p> <p>4.8 Candidates demonstrate an understanding of the implications of disability legislation and special education policies and procedures and Candidates provide equitable access to and participation in the general curriculum for students with disabilities.</p> <p>4.9 Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom.</p> <p>4.10 Candidates act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate.</p>		
<p><b>STANDARD FIVE: CLASSROOM MANAGEMENT</b></p> <p>Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p> <p>5.1 Candidates understand human motivation and behavior and create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students.</p> <p>5.2 Candidates organize and manage</p>	<p><b>Standard 3</b></p> <p>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.</p>	<p><b>1.F.</b></p> <p>Candidates for other professional school roles are able to create positive environments for student learning.</p>

<p>resources such as time, space, facilities, technology, activities, instructional assistants and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning.</p> <p>5.3 Candidates develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry.</p> <p>5.4 Candidates understand and use a wide variety of classroom management strategies that foster self-control and self-discipline.</p> <p>5.5 Candidates can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.</p>		
<p><b>Standard Six: Knowledge of Technology</b></p> <p>Candidates promote the equitable, ethical and legal use of technology resources and use technology and technology based resources to facilitate developmentally appropriate student learning. and to enhance their professional growth and productivity</p> <p>6.1 Candidates integrate instructional technology to facilitate learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving</p> <p>6.2 Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum.</p>	<p><b>ISLLC.3.P.19</b></p> <p>* P: The administrator facilitates processes and engages in activities ensuring that there is effective use of technology to manage school</p>	<p><b>1.E.</b></p> <p>They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services</p>

<p>Candidates apply technology to analyze assessment data and to guide classroom decisions regarding student learning</p> <p>6.4 Candidates use technology in their own learning process and to change their current educational practice.</p> <p>Candidates use technology to gather, sort, and analyze information needed for their own research projects</p> <p>6.6 Candidates use technology to effectively communicate with students, parents, and colleagues.</p> <p>6.8 Candidates effectively use and manage all technology available to them and explore uses of emerging resources.</p> <p>6.7 Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources.</p> <p>6.9 Candidates model the legal and ethical use of technology resources</p>		
<p><b>Standard 7. Knowledge of Content</b></p> <p>Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) Candidates teach and can create learning experiences that develop student competence in the subject matter.</p> <p>7.1 Candidates demonstrate a broad general understanding of the major concepts of the discipline Candidates teach, including those addressed in the licensure standards for the teaching endorsement(s) Candidates seek</p> <p>7.2 Candidates understand and are able to use assumptions and the processes of inquiry for the discipline being</p>	<p>ISLLC.1.K.1 * K: The administrator has knowledge and understanding of learning goals in a pluralistic society</p> <p>ISLLC.1.K.2 * K: The administrator has knowledge and understanding of the principles of developing and implementing strategic plans</p> <p>ISLLC.1.K.3 * K: The administrator has knowledge and understanding of systems theory</p> <p>ISLLC.1.K.4 * K: The administrator has knowledge and understanding of</p>	<p><b>1.E.</b></p> <p>Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.</p>

<p>taught.</p> <p>7.3 Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several related subject areas.</p> <p>7.4 Candidates use connections in instruction across disciplines and draw on their knowledge to build understanding and motivate students.</p>	<p>information sources, data collection, and data analysis strategies</p> <p>ISLLC.1.K.5 * K: The administrator has knowledge and understanding of effective communication</p> <p>ISLLC.1.K.6 * K: The administrator has knowledge and understanding of effective consensus-building and negotiation skills</p> <p>ISLLC.2.K.1 * K: The administrator has knowledge and understanding of student growth and development</p> <p>ISLLC.2.K.2 * K: The administrator has knowledge and understanding of applied learning theories</p> <p>ISLLC.2.K.3 * K: The administrator has knowledge and understanding of applied motivational theories</p> <p>ISLLC.2.K.4 * K: The administrator has knowledge and understanding of curriculum design, implementation, evaluation, and refinement</p> <p>ISLLC.2.K.5 * K: The administrator has knowledge and understanding of principles of effective instruction</p> <p>ISLLC.2.K.6 * K: The administrator has knowledge and understanding of measurement, evaluation,</p>	
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	<p>and assessment strategies</p> <p>ISLLC.2.K.7 * K: The administrator has knowledge and understanding of diversity and its meaning for educational programs</p> <p>ISLLC.2.K.8 * K: The administrator has knowledge and understanding of adult learning and professional development models</p> <p>ISLLC.2.K.9 * K: The administrator has knowledge and understanding of the change process for systems, organizations, and individuals</p> <p>ISLLC.2.K.10 * K: The administrator has knowledge and understanding of the role of technology in promoting student learning and professional growth</p> <p>ISLLC.2.K.11 * K: The administrator has knowledge and understanding of school cultures</p> <p>ISLLC.3.K.1 * K: The administrator has knowledge and understanding of theories and models of organizations and the principles of organizational development</p> <p>ISLLC.3.K.2 * K: The administrator has knowledge and understanding of operational procedures at the school and district level</p>	
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	<p>ISLLC.3.K.3 * K: The administrator has knowledge and understanding of principles and issues relating to school safety and security</p> <p>ISLLC.3.K.4 * K: The administrator has knowledge and understanding of human resources management and development</p> <p>ISLLC.3.K.5 * K: The administrator has knowledge and understanding of principles and issues relating to fiscal operations of school management</p> <p>ISLLC.3.K.6 * K: The administrator has knowledge and understanding of principles and issues relating to school facilities and use of space</p> <p>ISLLC.3.K.7 * K: The administrator has knowledge and understanding of legal issues impacting school operations</p> <p>ISLLC.3.K.8 * K: The administrator has knowledge and understanding of current technologies that support management functions</p> <p>ISLLC.4.K.1 * K: The administrator has knowledge and understanding of emerging issues and trends that potentially impact the school community</p>	
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	<p>ISLLC.4.K.2 * K: The administrator has knowledge and understanding of the conditions and dynamics of the diverse school community</p> <p>ISLLC.4.K.3 * K: The administrator has knowledge and understanding of community resources</p> <p>ISLLC.4.K.4 * K: The administrator has knowledge and understanding of community relations and marketing strategies and processes</p> <p>ISLLC.4.K.5 * K: The administrator has knowledge and understanding of successful models of school, family, business, community, government and higher education partnerships</p> <p>ISLLC.5.K.1 * K: The administrator has knowledge and understanding of the purpose of education and the role of leadership in modern society</p> <p>ISLLC.5.K.2 * K: The administrator has knowledge and understanding of various ethical frameworks and perspectives on ethics</p> <p>ISLLC.5.K.3 * K: The administrator has knowledge and understanding of the values of the diverse school community</p> <p>ISLLC.5.K.4</p>	
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	<p>* K: The administrator has knowledge and understanding of professional codes of ethics</p> <p>ISLLC.5.K.5</p> <p>* K: The administrator has knowledge and understanding of the philosophy and history of education</p> <p>ISLLC.6.K.1</p> <p>* K: The administrator has knowledge and understanding of principles of representative governance that undergird the system of American schools</p> <p>ISLLC.6.K.2</p> <p>* K: The administrator has knowledge and understanding of the role of public education in developing and renewing a democratic society and an economically productive nation</p> <p>ISLLC.6.K.3</p> <p>* K: The administrator has knowledge and understanding of the law as related to education and schooling</p> <p>ISLLC.6.K.4</p> <p>* K: The administrator has knowledge and understanding of the political, social, cultural and economic systems and processes that impact schools</p> <p>ISLLC.6.K.5</p> <p>* K: The administrator has knowledge and understanding of models and strategies of change and conflict resolution as applied to the larger political, social, cultural and</p>	
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	<p>economic contexts of schooling</p> <p>ISLLC.6.K.6 * K: The administrator has knowledge and understanding of global issues and forces affecting teaching and learning</p> <p>ISLLC.6.K.7 * K: The administrator has knowledge and understanding of the dynamics of policy development and advocacy under our democratic political system</p> <p>ISLLC.6.K.8 * K: The administrator has knowledge and understanding of the importance of diversity and equity in a democratic society</p>	
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