

Clayton County Public Schools

Professional Learning Comprehensive Plan FY18

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**“Committed to
High
Performance”**

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Clayton County Public Schools
Vision, Mission, Core Belief Statements, and Strategic Goals

Vision Statement

The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

Belief Statements

- We believe children have first priority on all of our resources.
- We believe education is the shared responsibility of the student, the parent/guardian, the school, and the community.
- We believe communication and understanding among all stakeholders of our diverse community are essential to achieving the goals of education.
- We believe that learning is a continuous process and most productive when the needs of each child are met through instruction provided by competent and caring teachers.
- We believe a learning environment where everyone experiences security, care, dignity, and respect is essential.

Strategic Goals

1. To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national and international assessment results
2. To provide and maintain a safe, orderly and secure learning environment
3. To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement
4. To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support
5. To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools
6. To recruit, develop, and retain highly qualified and effective staff

Clayton County Public Schools Department of Professional Learning

Clayton County Public Schools (CCPS) Department of Professional Learning is the Educator Preparation Provider (EPP) for the district. Through the approval of the Georgia Professional Standards Commission (GaPSC), CCPS has a teacher alternative certification program, known as the Teacher Academy of Preparation and Pedagogy (TAPP). Additionally, CCPS is approved to offer three endorsements and provide teachers with credits for professional learning. The Professional Learning Department goes through a rigorous review process by the GaPSC once every seven years. The department is currently in the review process and will have the official site visit March 19 - 20, 2018. The department must meet the GaPSC Approval Standards (see Appendix) in order to be approved by the commission.

The Department provides certification, endorsements, and training that meet the needs of the district and the staff. Through tiered courses, the Department is able to give support, remediation, and enhancement to promote growth, at each tier, to both certified and classified staff. CCPS Professional Learning provides support, observations, and follow-up for TAPP, new and veteran teachers, with the support of nine Teacher Development Specialists (TDS). The staff of professional learning provides both onsite and site-based training. Classes offered through the Professional Learning Department are conducted face-to-face, blended, and online.

Professional Learning Training Specialists assist departments with the development of surveys and course evaluations through Qualtrics and with the production of webinars, podcasts, and online streaming. Training Specialists also support and train staff on technology integration and workplace skills, including but not limited to, Exceptional Customer Service, Developing Emotional Intelligence, Google Drive and G-suite, Proofreading and Grammar, Communication Skills, Professionalism, Time Management, Team Building, and Microsoft Office Suite.

The Professional Learning Department prepares staff for job effectiveness through our various academies, including the Licensed Leadership Academy, Administrative Assistants Academy, Classified Academy, Instructional Facilitators and Coordinators Academy, Leadership Enhancement for Aspiring Principals Institute, Learning to Lead Academy for aspiring leaders, New Assistant Principals' Summit, New Principals' Summit, Focus and Priority Schools' Coach Support and Summits, as well as our endorsement programs. The Department offers training for all stakeholders on the proper governance and role of the school council and maintains records of State compliance. Professional Learning provides Learning Cafes during the day for staff who need additional follow-up after training has been conducted, as well as Saturday trainings designed to improve content and pedagogy.

We currently have leadership cohort agreements with eight universities and student teacher memorandums of understandings with twenty-five colleges and universities. Our academic departments are currently offering academies and cadres which address the needs of teachers, leaders, and other employees. These needs are identified by current performance data, with the overarching goal being to improve student achievement and employee effectiveness in implementing the college and career readiness pathway for all students. Professional Learning also collaborates with teams to plan leadership development for current school administrators and other leadership staff. Training is provided through our partnerships with Mercer

University, the University of West Georgia, the University of Georgia, Georgia State University, Clayton State College, and Clark-Atlanta University.

Professional Learning conducts and supports training on all evaluation instruments, conducts New Teacher Orientation, New Principals' and Assistant Principals' Orientation and oversees the New Teacher Induction/ Mentoring Program. Professional Learning leads teams in planning New Teacher Induction for teachers with zero to three years' experience as well as those new to the district or to their positions. New Principals' and New Assistant Principals' Summits are planned and conducted for administrators with zero to three years' experience. All new teachers are assigned teacher mentors, while new principals and assistant principals are assigned leadership coaches. Monthly modules are offered for new teachers, principals, and assistant principals on current and practical issues that define what good teaching and leadership look like, as well as what they should know and be able to do in order to be effective. The Department will pilot modules on emotional readiness for staff in the spring of 2018 and begin to offer social-emotional readiness modules for all staff during the FY19 school year.

Professional Learning provides a Teacher Resource Center and a Professional Library which teachers can access after working hours. The Professional Learning Department serves approximately twelve hundred persons per week and is open from 7:00 AM to 10:00 PM.

Teacher Academy of Preparation and Pedagogy (TAPP)

In an effort to address the shortage of certified classroom teachers and in accordance with the provisions of HB 1187, Clayton County Public Schools has submitted and received approval from the Georgia Professional Standards Commission to offer a comprehensive Teacher Academy of Preparation and Pedagogy (TAPP), targeting highly qualified college graduates who wish to begin a teaching career while earning clear, renewable Georgia certification. This program is practical, field-based, and designed to develop proficient teachers in a timely and economically feasible manner. The endorsement is a competency-based program that follows the same rigorous standards as that of a traditional teacher training program.

The two-year program consists of a minimum of four hundred hours of instruction which includes over one hundred hours of field-based, individualized instruction from trained mentors and content specialists. The program of study is based on the research and guiding principles of Charlotte Danielson's *Enhancing Professional Practices: A Framework for Teaching*, the InTASC Standards, the National Board for Professional Teaching Standards, and the Georgia Teacher Evaluation Program Criteria for Instructional Excellence. In addition to formal course work, the candidates will participate in timely, topic-centered classes each semester and will be given opportunities for varied field experiences to ensure exposure to diverse student populations at every level of their certification. Candidates will document progress in a portfolio containing their work and the exemplary work of their students. All work is aligned with Danielson's four domains and twenty-four components and requires a passing score on the edTPA and the State teacher certification assessment. Teacher candidates receiving certification through Clayton County Public Schools' Teacher Academy of Preparation and Pedagogy will receive quality educational instruction, maximum job-embedded support, and will be well-prepared to assist students in becoming life-long learners.

During FY17, the TAPP program had 121 candidates enrolled with sixty graduates completing the program in the spring of 2017. There are currently 126 TAPP candidates serving in teaching roles for FY18. Sixty of those candidates are expected to complete the program in the spring of 2018. Additional candidates are now being prepared to begin the program in July 2018 for the FY19 school year.

Endorsement Courses

The CCPS Professional Learning Department offers three endorsement programs directly to the educators in the District: Gifted, Reading, and Teacher Support and Coaching (TSC) Endorsements. The Teacher Support Specialist Endorsement was changed by the PSC to the Teacher Support Coaching Endorsement in 2015. Clayton County received approval to offer the new endorsement in the fall of 2015. The class began in September 2015, along with a bridge course for teachers holding the Teacher Support Specialist Endorsement to upgrade their endorsements. The bridge course has enabled eighty-five educators to upgrade their certificates from the TSS to the TSC in the past two years.

Through partnerships with Metro and Griffin RESA, the department is also able to offer five additional endorsements which include Teacher Leader, Coaching, English to Speakers of Other Languages (ESOL), K-5 Science, and K-5 Mathematics Endorsements. The table below indicates the number of completers of those endorsements since 2013 or the inception of the endorsement in the district. The Professional Learning Department is making plans to offer some of the endorsements in a blended and/or fully online model to allow more teachers access to professional growth opportunities.

Endorsement Completer Data											
	FY 13	FY 14	FY15	FY16	FY17	FY18	FY19	FY 20	FY 21	FY 22	FY23
Gifted	98	96	88	71	96						
Reading	27	19	32	40	65						
Teacher Support and Coaching (TSC)	N/A	N/A	N/A	35	79						
Teacher Support Specialist	11	42	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Teacher Leader	33	11	5	15	14						
Coaching	N/A	29	23	15	18						
English to Speakers of Other Languages	21	19			11						
K-5 Science	23	3	4	5	Course carried into FY17 due to schedule	13					
K-5 Mathematics	15	N/A	6	N/A	N/A						

Building Leadership Capacity

In response to district surveys and course evaluations, the Professional Learning Department began offering two courses to build leadership capacity. One course is offered for assistant principals aspiring to be principals and the other is designed for teachers or coordinators interested pursuing an assistant principal position. While these courses do not lead to an endorsement or additional certification, the course does help prepare participating individuals for the expectations of the role of the administrator in Clayton County Public Schools.

Leadership Enhancement for Aspiring Leaders (LEAP)

The district offers Leadership Enhancement for Aspiring Leaders (LEAP), which prepares assistant principals for the position of principal. The course is taught by two current CCPS principals and provides participants with a wide variety of experiences, from budgeting, hiring, school board relations, leadership, and operations. Nine completers of LEAP have been named to principal positions in the last three years. There are twenty-three participants currently enrolled in LEAP for FY18.

School Year	Number of Graduates
FY15	23
FY16	10
FY17	6

Learning to Lead

The District offered the inaugural Learning to Lead course in 2016-2017 for teachers, facilitators, specialists, and coordinators interested in becoming assistant principals. The course introduces participants to the roles and responsibilities of the Assistant Principal. The participants also complete a fifty-hour practicum shadowing a leader. The course was completed by eighteen individuals in FY17 and there are eighteen individuals currently enrolled in the FY18 cohort.

Learning Forward

Learning Forward is the new name for the National Association for Staff Development. It is the only professional association devoted exclusively to those who work with educator professional development. This association helps the members leverage the power of professional learning to affect positive and lasting change. Learning Forward is the nation's largest nonprofit membership association focused solely on ensuring success for all students through effective professional learning and school improvement. It advocates for every educator having access to professional learning that is results-driven, standards-based, and job-embedded. Through our membership in Learning Forward, the CCPS Professional Learning Department utilizes the

Learning Forward Standards to guide the process of developing, implementing and monitoring professional learning for all teachers and district staff members.

Learning Forward Standards

The Learning Forward Standards for Professional Learning have been adopted for planning and implementing professional learning in Clayton County Public Schools. These standards are designed to give schools, districts, and states direction in what constitutes quality staff development for educators in order to ensure high levels of learning for all staff and students. The standards are grounded in research and evidence-based practices that document the connection between professional learning and student learning.

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases educator 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 educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator 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 educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for the implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Learning Forward Standards Assessment Inventory (SAI) Data and Analysis

The CCPS Professional Learning Department's membership in Learning Forward provides access to the Learning Forward Standards Assessment Inventory (SAI). The assessment inventory is administered in the spring of every school year. Each school throughout the district is provided access to this online survey. The results from the survey are used to help develop the

Professional Learning Comprehensive Plan, course offerings, professional learning goals, and determine budgets and resource allocation to ensure the professional learning provided is improving the success of students throughout the district. The chart below reflects survey results that have been collected since the 2012 - 2013 school year. The ratings listed indicate our district's performance at the school level on a five-point scale. The Department uses this information as it continues to work to provide professional development to improve content knowledge, pedagogy, and leadership capacity as outlined in the District's areas of instructional focus. The online assessment consists of fifty statements, which teachers are asked to rate on a scale of zero to five, to assess the presence of behaviors and teachers' perceptions of professional learning at the school level associated with the seven Learning Forward standards. The rating scale for the survey is as follows: Five - Always, Four - Frequently, Three - Sometimes, Two - Seldom, One - Never, and Zero - Don't Know. Scores are averaged together to provide an overall score for each of the seven professional learning standards. Scores in the range of four and five are considered proficient or exemplary. Our goal for FY18 is to exceed a rating of four in all categories.

Learning Forward Standards Assessment Inventory (SAI Data)

	FY 13	FY 14	FY15	FY16	FY17	FY18	FY19	FY 20	FY 21	FY 22	FY23
Learning Communities	3.9	3.9	4.0	4.0	4.0						
Leadership	4.1	4.0	4.2	4.1	4.1						
Resources	3.8	3.7	3.8	3.8	3.9						
Data	3.9	3.8	3.9	3.9	4.0						
Learning Designs	3.6	3.6	3.7	3.6	3.7						
Implementation	4.0	3.9	4.1	4.0	4.1						
Outcomes	4.1	4.0	4.2	4.1	4.1						

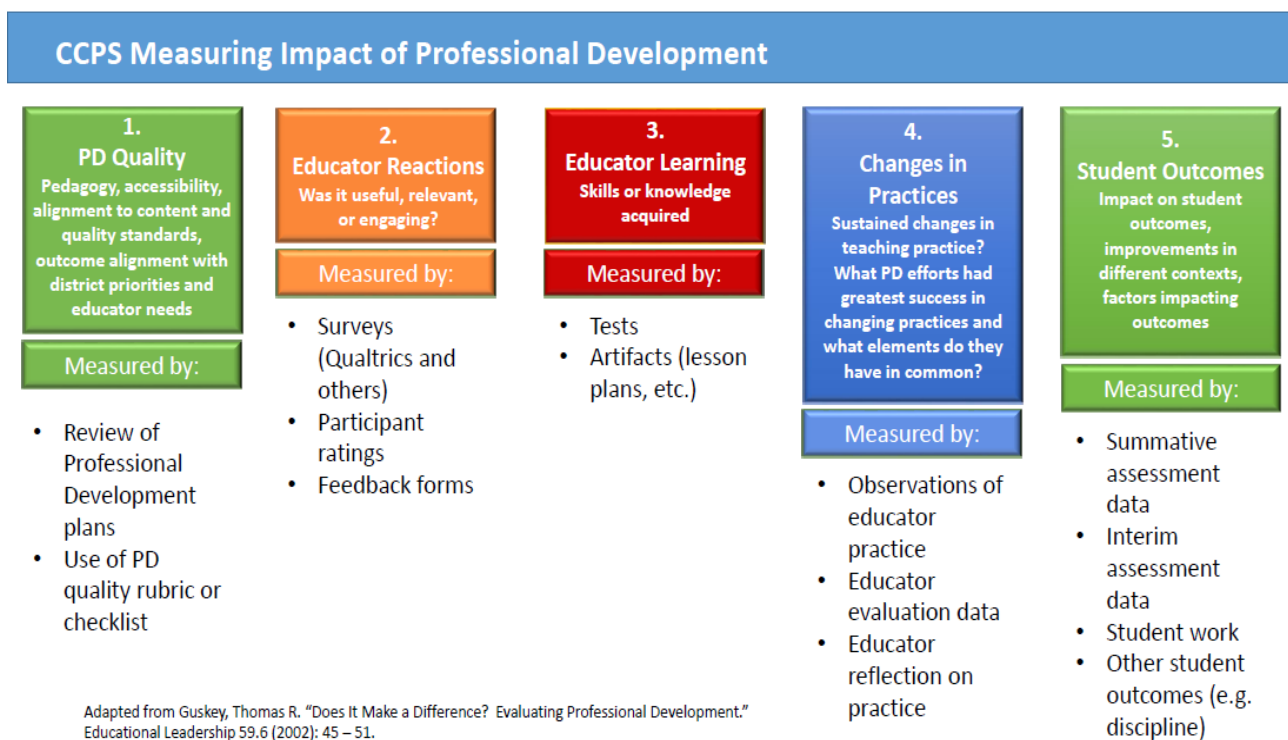
Based on the results of the SAI survey over the past five years, two standards have been identified as areas of need in our schools. Those two standards are Learning Design and Resources. The standard on Learning Design slightly increased by .1% in FY17. Our emphasis in FY18 is on evidenced-based instructional strategies in that it remains an area of need. Resources also remains an area of concern although it has improved by .1%. As a result of this area maintaining a “needs improvement” rating, more emphasis is being placed on training schools to calculate and interpret data to improve instruction. It is expected that this area will reach a proficient level in our schools at the end of this school year.

The areas indicating more attention is needed are as follows on identified standards:

- **Learning Communities** - *“In my school, some of the learning community members include non-staff members, such as students, parents, community members.”*
- **Leadership** - This standard has consistently scored between 4.0 and 4.2 over the past five years. The only area of concern was displayed in the response to statement twelve:
 - *“My school’s leaders cultivate a positive culture that embraces characteristics such as collaboration, high expectations, respect, trust, and constructive feedback.”* The Department and District are working to improve leadership capacity through professional learning.
- **Resources** - This category revealed three different areas with drops in ratings in 2014, beginning with Statement 15:
 - *“Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school”,* dropped from 3.8 to 3.7.
 - There were two statements which both dropped from a rating of 3.2 to 3.1. These are: *“Professional Learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school”* and
 - *“Teachers in my school are involved with the decision-making about how professional learning resources are allocated”*. In 2015 the ratings slightly improved back to 3.8. This rating remained unchanged for FY16. The rating for FY17 increased slightly to 3.9.
- **Data** - The overall rating for data has reached proficiency with a score of 4.0. We have a continued focus on using data to drive professional learning.
- **Learning Designs** overall results have fluctuated between 3.6 and 3.7 rating, since FY13 and is currently at 3.7 for FY17, with small improvements in each of the areas of greatest concern. This area continues to hold the lowest rating of the overall survey which supports the need to further address these areas in the Professional Learning Plans for both the schools and the district. The statements on the SAI raising the greatest concern in this standard area included:
 - *“In my school, teachers’ backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.”* (3.5)
 - *“In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.”* (3.3).
 - *“In my school, teachers have opportunities to observe each other as one type of job-embedded professional learning.”* (3.2) and the response to the statement
 - *“Teachers’ input is taken into consideration when planning school-wide professional learning.”* (3.3).

- Implementation** - This standard has had a slight variation in points over the past five years, increasing to 4.1 for FY17. This category speaks to training and needs for monitoring and follow-up to ensure that the training is actually yielding results. Professional Learning recognizes the implementation stage as an important standard that impacts student outcomes. The area of concern for implementation is the statement which reads,
 - “In my school, teachers give frequent feedback to colleagues to refine the implementation of instructional strategies.”*

The Department is developing procedures to monitor and measure the effectiveness of implementation of skills learned through professional learning with the assistance of support teams and observations in the schools, as well as through student assessment results. Below is a chart of the current plan for measuring the impact of professional development.



- Outcomes** - This standard remained fairly stable in proficient status, with all statements in each receiving a 3.9 or higher rating. The overall rating has remained in the proficient level with scores between 4.0 and 4.2. In FY17, the rating was 4.1.

It should be noted the ratings of all of these standards are based on activities that are done within the individual schools and not necessarily conducted by the Professional Learning Department. Many of the offerings vary from school to school and department to department, including training requested by building administrators and delivered by content coordinators, lead

teachers, and instructional facilitators. The ratings do, however, indicate where the District Departments and the Professional Learning Department need to provide additional training and support. In an effort to address this gap in collaboration, beginning FY18, all professional development is monitored by the Professional Learning Department and the Cluster Assistant Superintendents.

Professional Learning Goals and Action Plan FY18

Goal 1: Develop and implement content, pedagogy, and leadership professional development that integrates critical thinking principles and requires participants to demonstrate an understanding of the skills learned in the course.

Action Steps	Person(s) Responsible	Status
Provide ongoing training on critical thinking for course instructors	Director of Professional Learning	In Progress
Review and revise courses to ensure integration of critical thinking principles	Professional Learning Course Instructors	In Progress

Goal 2: Develop and support new teachers and new administrators.

Action Steps	Person(s) Responsible	Status
Conduct orientation sessions for new teachers, principals, and assistant principals	Director of Professional Learning	Completed for FY18
	Coordinator of Professional Learning	In Progress for FY19
Facilitate New Principals' and Assistant Principals' Academies	Leadership Coaches	Ongoing monthly sessions
Provide new teachers with online modules about topics of concern for teachers with zero to three years' of teaching experience, facilitate face-to-face sessions for teachers who prefer that option	Teacher Development Specialists	In Progress
Determine mentoring assignments for all teachers with zero to three years' of teaching experience	Coordinator of Professional Learning	Completed for FY18
	Principals Lead Mentors	Will begin in April 2018 for FY19
Assign leadership coaches to new principals and assistant principals	Director of Professional Learning	Completed for FY18

Goal 3: Increase the number of college /district partnerships to improve district instruction and leader and teacher preparation.

Action Steps	Person(s) Responsible	Status
Attend P-20 Collaborative to network and increase partnerships with IHEs	Director of Professional Learning Coordinator of Professional Learning	In Progress (attended fall P-20 FY18)
Utilize current grants attained through colleges to enhance instruction and seek additional sources of grant funding and college partnerships to enhance staff skills and certifications	Director of Professional Learning District Grant Writer	In Progress
Conduct college interest meetings for certified and classified staff interested in enhancing their skills or attaining advanced degrees	Director of Professional Learning Professional Learning Administrative Assistants	In Progress

Goal 4: Develop multiple marketing and communication strategies to promote professional learning opportunities.

Action Steps	Person(s) Responsible	Status
Update Professional Learning website monthly with course offerings	Professional Learning Media Specialists	In Progress
Update Monday Messenger with new course offering and flyers	Coordinator of Professional Learning	In Progress
Discuss with communications department the possibility of advertising course on channel 24	Director of Professional Learning	In Progress

Goal 5: Develop professional learning training to enhance the development and performance of classified staff.

Action Steps	Person(s) Responsible	Status
Develop a Classified Mentoring Academy to train experienced classified employees on strategies for mentoring new classified employees	Training Specialists	In Progress
Develop more courses for administrative assistants and additional classified training based on job descriptions and requirements (i.e. ServSafe for cafeteria workers)	Training Specialists	In Progress

Goal 6: Provide training for staff to prepare them for the challenges of their profession in the area of emotional readiness in an effort to support recruiting, developing, and retaining highly qualified employees.

Action Steps	Person(s) Responsible	Status
Pilot the emotional readiness support modules March 2018. Mandatory training modules are as follows: <ul style="list-style-type: none"> • Trauma Informed Care • Culturally Responsive Pedagogy • Classroom Management • Poverty Simulation • Emotional Intelligence • Mindset Communication • Implicit Bias • Restorative Practices 	Director of Professional Learning Director of Student Services Module Course Instructors	In Progress

Goal 7: Build leadership capacity within the district by offering job-embedded professional learning for enhancement and advancement to support district area of focus of building leadership capacity.

Action Steps	Person(s) Responsible	Status
Plan and implement iLead program for leadership certification	Director of Professional Learning	In Progress

Goal 8: Provide teachers with a variety of opportunities and avenues for participating in professional learning to address learning design concerns from SAI report.

Action Steps	Person(s) Responsible	Status
Review and revise professional learning courses to ensure alignment with InTASC standards	Director of Professional Learning Coordinator of Professional Learning Professional Learning Course Instructors	In Progress
Determine courses that can be offered in multiple formats, face-to-face, blended, and online, revise courses and advertise course formats with offering	Director of Professional Learning Coordinator of Professional Learning Professional Learning Course Instructors	In Progress
Meet with CIA department to discuss other options for content professional learning	Director of Professional Learning Coordinator of Professional Learning Director and Coordinators of Curriculum, Instruction, and Assessment	In Progress

Goal 9: Meet all required standards for GaPSC approval review.		
Action Steps	Person(s) Responsible	Status
Complete PRS II Report	Coordinator of Professional Learning Teacher Development Specialists Endorsement Program Leads and Instructors	Completed
Conduct all necessary meetings for preparation for review	Coordinator of Professional Learning	In Progress
Participate in feedback meeting with site review team and create addendum if necessary	Director of Professional Learning Coordinator of Professional Learning Endorsement Program Leads	February 5, 2018
Coordinate logistics for and host onsite review team	Coordinator of Professional Learning	March 19-20, 2018
Complete any required follow up reports	Coordinator of Professional Learning Teacher Development Specialists Endorsement Program Leads and Instructors	Follow-up reports in progress
Goal 10: Develop and implement a process for measuring the impact and effectiveness of professional learning.		
Action Steps	Person(s) Responsible	Status
Conduct bi-annual focus groups (new teachers, mentors, new principals, new assistant principals)	Director of Professional Learning Coordinator of Professional Learning	In Progress
Administer Standard Assessment Inventory (SAI)	Training Specialists	Yearly (spring of each year)
Administer bi-annual surveys of Professional Learning and its services	Training Specialists	In progress
Administer course evaluations upon completion of all courses	Professional Learning Course Instructors	In progress

Goal 11: To provide training in adult learning principles and use of equipment for all instructors of professional learning classes.

Action Steps	Person(s) Responsible	Status
Create online training module, with an assessment, on adult learning principles and use of equipment for all professional learning instructors	Training Specialists	In Progress
Distribute training module, ensure all instructors complete	Training Specialists	In Progress

Appendices

Appendix A

Georgia Standards for the Approval of Educator Preparation Providers and Educator Preparation Programs

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) 2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Georgia Standards of Excellence).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation, and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability

3.2 The provider sets admission requirements, including all criteria from GaPSC Educator Preparation Rule 505-3-.01, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates in a reporting year is a minimum of 3.0. While CAEP requires a group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE, Georgia EPPs will submit for approval purposes the Georgia Assessment for the Certification of Educators (GACE) Program Admission Assessment (PAA) results in lieu of nationally normed ability/achievement assessment results. Although candidates may exempt the assessment with appropriate SAT, ACT, or GRE scores, passing the assessment is a requirement prior to program admission.

Additional Selectivity Factors

3.3 Educator Preparation Providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection at Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

Standard 4: PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to Educator Preparation Providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Standard 6: Georgia Requirements for Educator Preparation Programs

Educator Preparation Providers (EPPs) approved by the Georgia Professional Standards Commission (GaPSC) to offer programs leading to educator certification are expected to ensure that all preparation programs meet all applicable requirements of Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION. The elements of Standard 6 are intended to supplement and/or further explain program requirements specified in Rules 505-3-.01 and 505-3-.02 and to guide Site Visitor Teams in properly evaluating programs. All GaPSC programs leading to certification are expected to meet the applicable elements of this standard.

6.1. ADMISSION REQUIREMENTS

6.1.1. Approval. The EPP and preparation programs must be approved by the GaPSC before candidates are formally admitted to programs and begin coursework.

6.1.2. GPA. GaPSC-approved EPPs shall ensure candidates admitted to GaPSC-approved initial preparation programs at the baccalaureate level or higher have a minimum GPA of 2.5 on a 4.0 scale. The provider shall ensure that the average GPA of each admitted cohort (at the provider level) is 3.0 or higher; this requirement applies to all initial preparation programs, regardless of degree level. The provider shall ensure candidates admitted into initial preparation programs at the post-baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor's degree from a GaPSC accepted accredited institution.

6.1.3. Program Admissions Assessment. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required for admission to all initial preparation programs except those leading to certification in the field of Career and Technical Specializations. Candidates seeking certification in Career and Technical Specializations who do not hold an associate's degree must pass the Program Admission Assessment within three (3) years of program admission or prior

to program completion, whichever occurs first. Qualifying exemptions include minimum scores on the ACT, GRE, and SAT.

6.1.4. Educator Ethics Assessment. Candidates entering initial teacher preparation programs at the baccalaureate level or higher must take the state-approved assessment of educator ethics—program entry at or prior to program admission. Although a minimum score is not required for program admission, assessment results shall be used by the EPP to design appropriate ethics instruction needed for each candidate. Prior to program completion, candidates must take the state-approved assessment of educator ethics—program exit.

6.1.5. Criminal Record Check. GaPSC-approved Educator Preparation Providers shall require at or prior to admission to initial teacher preparation programs at the baccalaureate level or higher, completion of a criminal record check. Successful completion of a criminal record check is required to earn the Pre-service Certificate and to participate in field and clinical experiences in Georgia P-12 schools.

6.2. READING METHODS

GaPSC-approved EPPs shall ensure candidates in initial certification programs in the fields of Early Childhood Education, Middle Grades Education, and the special education fields of General Curriculum, Adapted Curriculum, and General Curriculum/Early Childhood Education (P-5) demonstrate competence in the knowledge of methods of teaching reading.

6.3. IDENTIFICATION AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS

GaPSC-approved EPPs shall ensure candidates in all teaching fields, the field of educational leadership, and the service fields of Media Specialist and School Counseling successfully complete three or more semester hours in the identification and education of children who have special educational needs, or equivalent coursework through a Georgia-approved professional learning program. This requirement may be met through a dedicated course, or content may be embedded in courses and experiences throughout the program.

6.4. GEORGIA P-12 CURRICULUM, INSTRUCTION, AND EDUCATOR EVALUATION

GaPSC-approved EPPs shall ensure candidates are prepared to implement the appropriate sections of any Georgia mandated P-12 standards (i.e. Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), etc.) in each relevant content area, use appropriate instructional strategies, use formative and summative assessments of student learning to make adjustments in curriculum and instructional strategies, demonstrate understanding of student testing rules and protocols, and demonstrate understanding of the requirements for and implementation of any state-mandated educator evaluation system.

6.5. PROFESSIONAL ETHICAL STANDARDS AND REQUIREMENTS FOR CERTIFICATION AND EMPLOYMENT

6.5.1. GaPSC-approved EPPs shall ensure candidates complete a well-planned sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics

and social behavior appropriate for school and community, ethical decision making skills, and specific knowledge about the Georgia Code of Ethics for Educators. Candidates are expected to demonstrate knowledge and dispositions reflective of professional ethics and the standards and requirements delineated in the Georgia Code of Ethics for Educators. GaPSC-approved Educator Preparation Providers shall assess candidates' knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.

6.5.2. GaPSC-approved EPPs shall provide information to each candidate on the process for completing a background check, and Georgia's tiered certification structure, professional learning requirements, and employment options.

6.6. FIELD EXPERIENCES AND CLINICAL PRACTICE

6.6.1. GaPSC-approved EPPs shall require in all programs leading to initial certification and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings that provide them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences shall be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration and that include substantive work with P-12 students or P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program.

6.6.2. GaPSC-approved EPPs shall ensure candidates complete supervised field experiences consistent with the grade levels of certification sought. Candidates for Birth Through Kindergarten certification must complete field experiences at three levels: with children aged 0 to 2, 3 to 4, and in a kindergarten classroom. Candidates for Early Childhood certification must complete field experiences at three levels: in grades PK-K, 1-3, and 4-5. Candidates for Middle Grades certification must complete field experiences at two levels: in grades 4-5 and 6-8. Candidates for P-12 certification must complete field experiences at four levels: in grades PK-2, 3-5, 6-8, and 9-12. Candidates for certification in secondary fields must complete field experiences in their fields of certification at two levels: in grades 6-8 and 9-12.

6.6.3. GaPSC-approved EPPs shall offer clinical practice (student teaching/internships) in those fields for which the EPP has been approved by the GaPSC. Although year-long student teaching/internship experiences, in which candidates experience the beginning and ending of the school year are recognized as most effective and are therefore strongly encouraged, teacher candidates must spend a minimum of one full semester or the equivalent in student teaching or internships in regionally accredited schools. GaPSC preparation program rules may require additional clinical practice (reference Rules 505-3-.05 - .106).

6.7. Content Coursework Requirements for Service Programs in Curriculum and Instruction, Instructional Technology, and Teacher Leadership

GaPSC-approved EPPs shall ensure candidates in degree-granting initial preparation programs in the fields of Curriculum and Instruction, Instructional Technology, and Teacher Leadership complete the following requirements at the appropriate level.

6.7.1 Master's Degree level: a minimum of twelve (12) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. All twelve hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification. Three of the twelve semester hours may be satisfied through a thesis directly focused on the content of a certificate field held by the educator.

6.7.2 Specialist or Doctoral degree level: a minimum of nine (9) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. All nine hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification, or these hours may be satisfied through work on a thesis, research project or dissertation directly focused on a content field held by the educator.

Appendix B

The InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Appendix C

Professional Standards for Educators

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate 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.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.

- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) 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.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) 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.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) 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.
- c) 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.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Standard 8. Meaning Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.
- b) 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.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k). Develop and administer systems for fair and equitable management of conflict among students, faculty, and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

- i) 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.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.