

Alignment Between the Indiana REPA Educator Standards for School Administrator—Building Level and state and national student and teacher standards for School Administrator—Building Level

The alignment notations below indicate the content included in state and national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for School Leader—Building Level.

Standard 1: Human Capital Management School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.	
RISE Evaluation and Development System Indiana Principal Effectiveness Rubric (2011)	Domain 1: Teacher Effectiveness 1.1 Human Capital Manager 1.1.1 Hiring and retention; 1.1.2 Evaluation of teachers; 1.1.3 Professional development; 1.1.4 Leadership and talent development; 1.1.5 Delegation; 1.1.6 Strategic assignment; 1.1.7 Addressing teachers who are in need of improvement or ineffective
NPBEA Professional Standards for Educational Leaders (2015)	Standard 6 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. Standard 9 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. Standard 10 j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
NPBEA Standards for Advanced Programs in Educational Leadership (2011)	Standard 2.0 ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. Standard 3.0 ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

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	ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.
<u>Standard 2: Instructional Leadership</u> School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.	
RISE Evaluation and Development System Indiana Principal Effectiveness Rubric (2011)	Domain 1: Teacher Effectiveness 1.2 Instructional Leadership 1.2.1 Mission and vision; 1.2.2 Classroom observations; 1.2.3 Teacher collaboration 1.3 Leading Indicators of Student Learning 1.3.1 Planning and Developing Student Learning Objectives 1.3.2 Rigorous Student Learning Objectives 1.3.3 Instructional time
NPBEA Professional Standards for Educational Leaders (2015)	Standard 1 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 4 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.

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	<p>f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p> <p>g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p> <p>Standard 6</p> <p>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.</p> <p>Standard 7</p> <p>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.</p> <p>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.</p> <p>Standard 9</p> <p>a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.</p>
<p>NPBEA Standards for Advanced Programs in Educational Leadership (2011)</p>	<p>Standard 1.0</p> <p>ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</p> <p>Standard 2.0</p> <p>ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</p> <p>ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</p> <p>Standard 3.0</p> <p>ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</p>
<p>Standard 3: Personal Behavior</p> <p>School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.</p>	
<p>RISE Evaluation and Development System Indiana Principal Effectiveness Rubric (2011)</p>	<p>Domain 2: Leadership Actions</p> <p>2.1 Personal Behavior</p> <p>2.1.1 Professionalism; 2.1.2 Time management; 2.1.3 Using feedback to improve student performance; 2.1.4 Initiative and persistence</p>

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<p>NPBEA Professional Standards for Educational Leaders (2015)</p>	<p>Standard 2</p> <p>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.</p> <p>b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.</p> <p>c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.</p> <p>d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.</p> <p>e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.</p> <p>f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.</p> <p>Standard 6</p> <p>i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.</p>
<p>NPBEA Standards for Advanced Programs in Educational Leadership (2011)</p>	<p>Standard 5.0</p> <p>ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.</p> <p>ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p>
<p>Standard 4: Building Relationships</p> <p>School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.</p>	
<p>RISE Evaluation and Development System Indiana Principal Effectiveness Rubric (2011)</p>	<p>Domain 2: Leadership Actions</p> <p>2.2 Building Relationships</p> <p>2.2.1 Culture of urgency; 2.2.2 Communication; 2.2.3 Forging consensus for change and improvement</p>
<p>NPBEA Professional Standards for Educational Leaders (2015)</p>	<p>Standard 1</p> <p>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.</p> <p>f) Develop shared understanding of the commitment to mission, vision, and core values within the school and the community.</p> <p>Standard 8</p> <p>a) Are approachable, accessible, and welcoming to families and members of the community.</p> <p>b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p>

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	<p>c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p> <p>j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.</p> <p>Standard 9</p> <p>l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.</p> <p>Standard 10</p> <p>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.</p> <p>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.</p>
<p>NPBEA Standards for Advanced Programs in Educational Leadership (2011)</p>	<p>Standard 1.0</p> <p>ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.</p> <p>ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.</p> <p>Standard 4.0</p> <p>ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.</p> <p>ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p> <p>ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.</p> <p>Standard 6.0</p> <p>ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.</p> <p>ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</p>
<p><u>Standard 5: Culture of Achievement</u></p> <p>School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.</p>	
<p>RISE Evaluation and Development System Indiana Principal Effectiveness Rubric (2011)</p>	<p>Domain 1: Human Capital Management</p> <p>1.1.1 Hiring and retention</p> <p>Domain 2: Leadership Actions</p> <p>2.3 Culture of Achievement</p> <p>2.3.1 High expectations; 2.3.2 Academic rigor; 2.3.3 Data usage in teams</p>

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<p>NPBEA Professional Standards for Educational Leaders (2015)</p>	<p>Standard 3 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.</p> <p>Standard 4 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 area culturally responsive.</p> <p>Standard 8 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.</p>
<p>NPBEA Standards for Advanced Programs in Educational Leadership (2011)</p>	<p>Standard 2 ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.</p> <p>Standard 4 ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</p>
<p>Standard 6: Organizational, Operational, and Resource Management School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.</p>	
<p>RISE Evaluation and Development System Indiana Principal Effectiveness Rubric (2011)</p>	<p>Domain 2: Leadership Actions 2.3 Culture of Achievement 2.3.2 Academic Rigor; 2.3.3 Data usage in teams</p>
<p>NPBEA Professional Standards for Educational Leaders (2015)</p>	<p>Standard 9 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. f) Employ technology to improve the quality and efficiency of operations and management.</p>

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	<p>g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p> <p>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.</p>
<p>NPBEA Standards for Advanced Programs in Educational Leadership (2011)</p>	<p>Standard 1.0 ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.</p> <p>Standard 3.0 ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems. ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</p>