

Washington Principal/Program Administrator Standards-Based Benchmarks

STANDARD ONE

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 by the school community.**

Strand 1 Creating a site-specific vision for learning which aligns with the broader district-wide vision

Pre-Service (Residency Certificate)

Articulates purposes and rationale for a school vision and demonstrates how one develops the vision for a school.

Professional Certification

Develops the vision with and among stakeholders at a specific site using demographics, recognition of components of quality instruction, student performance, and other relevant data to overcome barriers to promoting the success of all. Ensures that this vision is aligned with the broader district-wide vision.

Career

Continually reviews and restructures the vision to address changing circumstances and relevant data reflective of the learning community. Guides others in establishing the vision.

Strand 2 Operationalizing the vision for learning

Pre-Service (Residency Certificate)

Identifies objectives and strategies to implement a school vision. Analyzes how systems are affected by a school vision and suggests changes to an existing system. Uses systems theory to understand the dynamics of change promoting success for all students.

Professional Certification

Uses action plans and timelines to communicate the school vision to all stakeholders. Uses the vision to create a School Improvement Plan that in collaboration with the district shapes education programs, systems, and resources. Evaluates the effectiveness of the School Improvement Plan in moving the school community toward the vision of promoting success of all students.

Career

Implements a vision in multiple settings. Uses data to continually monitor and revise systems to reflect the vision. Solicits from and gives feedback to other administrators to analyze the effectiveness of the school vision in shaping education programs, systems, and resources to positively impact student learning.

Strand 3 Developing stewardship of the vision

Pre-Service (Residency Certificate)

Understands principal's role as keeper of the vision. Identifies ways, including technology, to evaluate match between vision and students within the learning community. Understands how to use the vision to facilitate effective communication, to nurture and maintain trust, and to develop collaboration among stakeholders. Develops plan to celebrate efforts and achievement of the vision.

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Professional Certification

Accepts responsibility for role as a keeper of the vision. Communicates, through a variety of media and formats including telecommunications, and models vision to all stakeholders and focuses priorities on student learning. Systematically engages stakeholders in carrying out the vision by developing atmosphere of trust, collaboration, and ownership of the vision. Evaluates match between vision and progress toward promoting success of all students within the district-wide learning community. Facilitates, guides, and celebrates progress toward the vision.

Career

Continually evaluates match between vision and the learning community. Expands base of stakeholders and empowers their participation in shaping education programs, systems, and resources to move the learning community toward the shared vision of promoting success of all students. Stakeholders take responsibility for renewing the vision and designing supporting systems, as well as acknowledging and celebrating progress toward the vision.

STANDARD TWO

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.**

Strand 1 Advocating, nurturing, and sustaining a school culture

Pre-Service (Residency Certificate)

Understands that student learning is the fundamental purpose of schools. Identifies the features of a site-specific culture. Analyzes how the school culture affects student learning. Uses a variety of skills and strategies to design systems that respect and support a culture of diversity in order to promote success of all students. Engages in the creation or implementation of a School Improvement Plan that supports a culture of continuous learning.

Professional Certification

Identifies the site-specific culture within the broader context of the district wide culture. Creates a School Improvement Plan that utilizes skills and strategies to assure students and parents from diverse racial, ethnic, cultural, and language groups work together cooperatively to develop a group identity that promotes the success of all students. Uses understanding of the school and district culture to analyze the ways current systems and programs, including technology, are affecting student learning.

Career

Empowers the stakeholders to define, maintain, and monitor the ways in which the site-specific culture is affecting student learning. Collaborates with other administrators to give and receive feedback on effectiveness of expectations, implementation, respect and fairness in improving the overall systems and programs reflective of the school learning culture.

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Strand 2 Advocating, nurturing, and sustaining student learning

Pre-Service (Residency Certificate)

Understands theories of how student learning is structured for understanding, learning experiences are designed to engage and support all students in learning, assessment is used to direct learning, effective learning environments are maintained, and students are prepared to live and work in our changing world. Knows how to use a continuous cycle of analysis and technology to ensure that all students have equitable opportunities to learn and to meet high standards.

Professional Certification

Uses EALRS, GLEs, research, assessment data, and district recommendations to help make district wide curriculum decisions as well as site- specific curriculum decisions. Uses classroom-based assessment, district achievement, state measures, and demographic data to identify the barriers to student learning to ensure that all students have equitable opportunities to learn and to meet high standards.

Career

Establishes role as instructional leader. Supports skillful teaching that empowers students to take ownership of and to monitor their learning processes. Builds greater capacity for system support for student learning in collaboration with parents, peers, and district staff.

Strand 3 Advocating, nurturing, and sustaining Professional Development

Pre-Service (Residency Certificate)

Understands process for using data to create professional development systems. Understands that professional development is embedded within a continuous learning process, including technology proficiency. Knows processes for effective use of School Improvement Plans to support professional development. Knows processes for coaching teachers and conducting staff evaluation using a professional growth plan to improve student learning.

Professional Certification

Uses a continuous cycle of analysis to create and monitor professional development systems that have a positive impact on student learning. Takes responsibility for effectively supervising and coaching staff to ensure only quality educators are in the classroom. Supports staffs' capacity to use technology to analyze student learning data to establish building goals and direct creation of professional growth plans. Uses professional growth plans to conduct staff evaluations.

Career

Focuses staff dialogue on student learning using a variety of sources of information. Facilitates systems that focus staff on reflection, collaboration, and peer mentoring to support successful completion of teachers' professional growth plans. Builds staff leadership in creating and maintaining student-centered building goals. Learns from and with peers to gather and interpret data to build greater capacity for professional development support.

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STANDARD THREE

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.**

Strand 1 Uses a continuous cycle of analysis to ensure efficient and effective systems

Pre-Service (Residency Certificate)

Understands how to use a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and examining school issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, using data to outline options for action, implementing chosen action, and gathering data to check progress and to judge effectiveness.

Professional Certification

Uses the continuous cycle of analysis for evaluating multiple programs, systems, and school issues. Models and inspires others in the learning community to use the cycle of analysis to examine difficult school issues and to improve student learning.

Career

Creates and sustains a culture of continuous analysis in every aspect of the learning community. Coaches and mentors emerging leaders. Collaborates with other administrators to use the continuous cycle of analysis to improve structures, procedures, and resources to positively impact student learning, adult professional development, the parent community, and the community at large.

Strand 2 Ensuring efficient and effective management of the organization

Pre-Service (Residency Certificate)

Demonstrates understanding of organizational theory and applies these to analyzing structures within a building that promote school safety, classroom and school-wide behavior management, and other site-specific issues. Demonstrates understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs.

Professional Certification

Designs and implements structures for effective and efficient operations including: school safety, classroom and school-wide behavior management, and other site-specific issues specifically targeted to improve student learning opportunities. Maintains high behavioral expectations and develops a school-wide discipline and support program. Creates a School Improvement Plan that supports and monitors the structures.

Career

Focuses all organizational elements of the school toward furthering the School Improvement Plan ensuring a safe and positive learning environment. Continually improves disciplinary procedures. Seeks feedback from and gives feedback to other administrators. Shares organizational expertise with others and actively mentors other educational leaders.

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Strand 3 Ensuring efficient and effective management of the operations

Pre-Service (Residency Certificate)

Demonstrates understanding of legal and ethical issues impacting school operations, bargaining and other contractual agreements, group process and consensus-building, and problem-framing and problem-solving skills necessary to the establishment of effective building-wide procedures.

Professional Certification

Guides others to establish procedures related to legal and bargaining issues, student learning, confidential and efficient record keeping, and effective communication plans. Regularly collects data on implementation and effectiveness of the procedures, makes subsequent corrective action based on the data.

Career

Establishes practices that become ingrained in school systems and daily life to ensure that everyone in the learning community actively carries out the management procedures outlined in the School Improvement Plan. Collaborates with other administrators to seek and give feedback to improve the effectiveness of management procedures system-wide.

Strand 4 Ensuring management of the resources for a safe, efficient, and effective learning environment

Pre-Service (Residency Certificate)

Demonstrates understanding of procedures necessary to management and maintenance of a clean and orderly learning environment. Identifies the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts. Engages in the creation or implementation of a School Improvement Plan to ensure responsible management of the resources.

Professional Certification

Manages and aligns school equipment, time (schedules), technology, human, material, and fiscal resources responsibly. Uses technology to collect the relevant data needed to monitor use of resources effectively. Monitors procedures that assure that the school facility is a safe, efficient, and effective learning environment.

Career

Maximizes financial, human, technological, and material resources. Acts creatively to support continuous school improvement in response to the changing environment. Collaborates with other administrators to seek and give feedback to increase available resources for the school.

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STANDARD FOUR

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.**

Strand 1 Collaborating with families

Pre-Service (Residency Certificate)

Understands that parental support affects student success in school. Understands that sustaining successful partnerships with parents is not easy, knows the critical partnership issues that must be addressed, the barriers to success, and ways, including technology, to overcome them. Demonstrates collaboration and partnership skills with diverse students and families in support of student academic performance.

Professional Certification

Views parents as full partners in the education of their children. Identifies the diverse parent groups within the school community and actively invites them into the various roles parents should play in their student's learning process, involves them in school decision-making, and utilizes family resources for the benefit of student growth. Uses a variety of means, including technology, to communicate with parents.

Career

Regularly seeks information and responds to families' concerns, expectations, and needs. Validates differences in values, opinions, and views, acknowledging that families and educators have the best interests of the children in mind, leading to common goals for providing learning opportunities for all students.

Strand 2 Collaborating and responding to diverse communities

Pre-Service (Residency Certificate)

Recognizes the diversity within the community. Understands the complex characteristics of U.S. ethnic, racial, and cultural groups. Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work. Demonstrates understanding of the importance of all students having opportunities to participate in extra- and co-curricular activities that are congruent with the academic and interpersonal goals of the school.

Professional Certification

Ensures that the school is an inclusive learning community that develops mutual respect among students, teachers, parents, and all other stakeholders. Ensures students are taught about stereotyping and other related biases that have negative effects on racial and ethnic relations; values shared by virtually all cultures, such as justice, equality, freedom, peace, compassion, and charity; and social skills that are needed to interact effectively with students from other racial, ethnic, and cultural groups. Students are provided opportunities to interact with students from different racial, ethnic, cultural, and language groups under conditions designed to reduce fear and anxiety.

Career

Leads teachers in examining the personal, social, and cognitive consequences of policies and practices on equity in the schools. Works on the district level to assure district policies encourage the use of multiple ways of assessing student learning that are culturally sensitive and that measure complex cognitive and

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social skills. Advocates recruitment of a racially, culturally, and ethnically diverse administrative and teaching staff.

Strand 3 Mobilizing community resources

Pre-Service (Residency Certificate)

Recognizes the importance of funding and distribution of resources, including technology, to ensure that all students have equal opportunities to access learning. Engages in the creation or implementation of a School Improvement Plan to obtain adequate resources. Investigates potential community resources appropriate to the furthering of the Plan.

Professional Certification

Utilizes funds and distributes resources, including technology, to ensure that all students have equal access to learning. Values resources of diverse community groups. Identifies and nurtures relationships with community leaders. Establishes mutually beneficial relations with businesses, higher education institutions, agencies, and community groups to support the School Improvement Plan.

Career

Develops strategies to ensure that all schools, regardless of their locations in the district, are funded equitably. Advocates state and district level officials to provide additional funding for schools with low-income populations. Develops and maintains effective media relations. Prioritizes high visibility, active involvement, and regular communication, using technology, to facilitate the school and community serving one another as resources.

STANDARD FIVE

A school administrator is an educational leader who promotes the success of all students **through professional leadership by acting with integrity, fairness, and in an ethical manner.**

Strand 1 Uses the continuous cycle of analysis for self-assessment of professional leadership

Pre-Service (Residency Certificate)

Understands the standards, responsibilities, and indicators for the principal's role in a democratic school. Knows how to create a professional growth plan, identify needed growth, plan professional growth activities, and gather data to document that professional growth has led to improvements in school systems and increased student learning.

Professional Certification

Uses the continuous cycle of analysis to assess personal progress and revise professional growth plan to include increasingly complex goals. Continually explores better cognitive coaching skills and more successful pre- and post-conferences with teachers. Continually gathers evidence that professional growth has led to increased productivity in the school.

Career

Uses the professional growth plan to collaborate with other professionals to identify and sustain needed professional growth. Coaches and mentors emerging instructional leaders. Contributes to the advancement of the profession through sharing experience, advancing best practice, and extending learning beyond the ISLLC and Washington State standards.

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Strand 2 Acts with integrity, fairness, and in an ethical manner

Pre-Service (Residency Certificate)

Understands the career expectation for working within legal, ethical, and moral frameworks. Articulates one's personal values and beliefs to guide actions. Treats people fairly, equitably, and with dignity.

Professional Certification

Acts responsibly within legal, ethical, and moral frameworks. Responds to moral dilemmas and treats people fairly, equitably, and with dignity.

Career

Serves as a role model for the educational community. Responds to moral dilemmas and inspires others to demonstrate integrity and exercise ethical behavior.

STANDARD SIX

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Pre-Service (Residency Certificate)

Understands the role of education in renewing a democratic society and the career expectation that the leader influence the larger political, social, economic, legal, and cultural context.

Professional Certification

Establishes equitable systems within the school that value diversity and prepare citizens for participation in a democratic society, and supports district efforts to ensure fairness throughout the school system. Actively participates in political and policy-making contexts at the local level (e.g., levy, community organizations, PTSA, within the district).

Career

Actively participates in influencing the quality of a democratic education beyond the local level (e.g., state and federal policy and legislation, professional associations, shares knowledge and experience through workshops and written work, mentors fellow educators through a continuing dialogue around educational issues). Empowers others to create school-based accountability models using the continuous cycle of analysis that goes beyond state standards for improvement of student learning (e.g., character development, the arts, culturally responsive citizenship, service learning).