Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Indiana Content Standards for Educators

SCHOOL LEADER–BUILDING LEVEL

The School Building Leader standards reflect the most current research on effective educational leadership and advance a new and powerful vision of principal effectiveness. The standards define those skills and abilities that school leaders must possess to produce greater levels of success for all students. Bringing significant improvement to student achievement and teacher effectiveness requires an unapologetic focus on the principal's role as driver of student growth and achievement.

The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for building leaders about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes.

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The Indiana standards for School Leader—Building Level consist of "core" and "supplementary" content and skills. In this document, content and skills considered "core" are indicated with bold text. Supplementary content and skills are indicated with nonbold text. It should be noted that all of Standard 6 is supplementary, including both the standard and the essential elements of knowledge within the standard.

Standard 1: Human Capital Management

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.

Standard 2: Instructional Leadership

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.

Standard 3: Personal Behavior

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.

Standard 4: Building Relationships

School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.

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.

Standard 1: Human Capital Management

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including:

1.1 **recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision / mission**

1.2 **prioritizing teacher evaluation over competing commitments and using teacher evaluation systems that credibly differentiate the performance of teachers**

1.3 **orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance**

1.4 **designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth**

1.5 **delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed**

1.6 **counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements**

1.7 strategically assigning teachers and other staff to support school goals and maximize achievement for all students

Standard 2: Instructional Leadership

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, including:

2.1 **cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision**

2.2 planning, organizing, supervising, and supporting a rigorous instructional program based on research-supported best practices regarding curriculum, instruction, and assessment

2.3 **using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes**

2.4 **establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities**

2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students

2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

Standard 3: Personal Behavior

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including:

3.1 **modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others**

3.2 **establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center**

3.3 **actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement**

3.4 **going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results**

3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts

Standard 4: Building Relationships

School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

4.1 **establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence**

4.2 **skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)**

4.3 **using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change**

4.4 working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students

4.5 demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues

Standard 5: Culture of Achievement

School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including:

5.1 **empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task**

5.2 **establishing rigorous academic goals and priorities that are accepted as fixed and immovable**

5.3 **orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation**

5.4 implementing systems to promote and enforce individual accountability for results

5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports

5.6 using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented

5.7 guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning

5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement

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, including:

6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals

6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization

6.3 using practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)

6.4 planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant

6.5 managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff

Selected Bibliography of Standards and Sources Related to School Leader–Building Level

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Indiana Educator Standards for School Leader–Building Level	Indiana Department of Education Principal Effectiveness Rubric (Draft)	CCSSO ISLLC Educational Leadership Policy Standards	NPBEA Standards for Advanced Programs in Educational Leadership	ISTE National Educational Technology Standards
Standard 1: Human Capital Management **School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.**	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6	1.D 2.F 3.B, D 5.D	1.3.a, b 2.4.a, b 3.1.a, b, c 3.3.a	
Standard 2: Instructional Leadership **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.**	2.2.1 2.2.2 2.2.3	1.A, B, C, D, E 2.A, B, D, E, F, G, I 3.E 5.E	1.3.a, b 1.4.b 2.2.a, b 2.3.a, c	
Standard 3: Personal Behavior **School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.**	3.1.1 3.1.2 3.1.3 3.1.4	5.B, D	1.5.a 2.4.c 3.1.c 4.1.a 5.1.a 5.2.a 5.3.a	
Standard 4: Building Relationships **School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.**	3.2.1 3.2.2 3.2.3	1.A 2.A 4.C, D 6.B	1.2.c 1.3.a 1.4.a 1.5.b 3.2.a 4.1.a 4.2.a 4.3.a 6.1.h 6.2.a	

Indiana Educator Standards for School Leader–Building Level	Indiana Department of Education Principal Effectiveness Rubric (Draft)	CCSSO ISLLC Educational Leadership Policy Standards	NPBEA Standards for Advanced Programs in Educational Leadership	ISTE National Educational Technology Standards
Standard 5: Culture of Achievement **School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.**	3.3.1 3.3.2 3.3.3	1.B, C, D, E 2.A, B, E, I 4.B, C, D 5.A, C, E	1.3.b 1.5.a 2.2.a 2.3.c 3.1.b 3.2.c 4.1.a, b, c, d, e 4.3.a, c 6.3.c	
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.		1.B 3.A, B, C 4.A 5.D	3.1.a, b, c 3.2.a, c 3.3.a, b, c 4.3.c 5.1.a 5.3.a 6.1.d	3c, 4e