

Dispositions, Dimensions, and Functions for School Leaders

Preparation and Support for the Next Generation of Kentucky's School and District Leaders

Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development	
ISLLC Standards	Dimensions and Functions for School Leaders
<p>A school administrator is an educational leader who promotes the success of all students by becoming a:</p> <ul style="list-style-type: none"> • VISIONARY LEADER – facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. • CURRICULAR LEADER – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. • MANAGERIAL LEADER – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. • CULTURAL LEADER – collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources. • ETHICAL LEADER – acting with integrity, fairness, and in an ethical manner. • POLITICAL LEADER – understanding, responding to, and influencing the larger political, social, legal, and cultural context. 	<p>Overarching Capacity: Principal Dispositions</p> <p>Dimension 1. Leading Teaching and Learning Function: 1.1 Curriculum Function: 1.2 Instruction and Learning Interventions</p> <p>Dimension 2. Assessing the Instructional Program and Monitoring Student Performance Function: 2.1 Assessment Function: 2.2 Data Driven Decision-Making, Monitoring Student Learning and Ensuring Accountability</p> <p>Dimension 3. Securing and Developing Staff Function: 3.1 Staff Selection Function: 3.2 Personnel Evaluation Function: 3.3 Work Conditions and Environment Function: 3.4 Professional Development (PD)</p> <p>Dimension 4. Building Culture and Community Function: 4.1 School Culture Function: 4.2 Learning Communities for Students and Staff Function: 4.3 Professional Ethics</p> <p>Dimension 5. Creating Organizational Structures and Operations Function: 5.1 Operational Vision and Mission Function: 5.2 School Improvement Planning and Implementation Function: 5.3 Functions and Procedures and Structures Function: 5.4: Legal Framework</p> <p>Dimension 6. Leveraging Community Systems and Resources Function: 6.1 Family and Community Function: 6.2 District Function: 6.3 Policy Environment</p>

Dispositions

The administrator believes in, values, and is committed to:

1. *The educability of and life-long learning for everyone;*
2. *Student learning as the fundamental purpose of schooling;*
3. *Making management decisions to enhance learning and teaching;*
4. *Schools operating as an integral part of the larger community;*
5. *Bringing ethical principles to the decision making process for the common good of the community;*
6. *The importance of continual engagement with families, community stakeholders, and other decision makers;*
7. *Education as key to opportunity and social mobility;*
8. *Being an advocate for the protection of student rights and the improvement of student opportunities.*

The following guide indicates the dimensions that address each disposition.

Disposition	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4		X		X	X	X
5	X	X	X	X	X	X
6	X	X	X	X	X	X
7	X	X	X	X	X	X
8	X	X	X	X	X	X

Dimensions and Functions

Standards for School Leaders	Dimension 1. Leading Teaching and Learning	Aspiring Principal Indicators
ISLLC: 2, 3, 4 McRel: 4, 5, 7, 18, 21 SISI: 1, 2, 3, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 2, 4, 7 Attributes of Successful Schools- Disciplined Process: Systems & Structure	Function: 1.1 Curriculum	1.1.a Understands the processes to align, audit, monitor, and evaluate curriculum 1.1.b Understands the design, purpose and analysis of curriculum maps and pacing guides that are aligned with Program of Studies, performance standards, and core content 1.1.c Understands how to design course schedule(s) and sequences that provide rigorous programs accessible by all students 1.1.d Understands the strategies and structures to support improvements in literacy and numeracy as the priority in a well rounded curriculum. 1.1.e Understands the importance of diversity in developing and implementing curriculum.
ISLLC: 2, 3, 4 McRel: 4, 5, 7, 18, 21 SISI: 1, 2, 3, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 2, 4, 7 Attributes of Successful Schools – Disciplined PROCESS: Systems & Structure	Function: 1.2 Instruction and Learning Interventions Function: 1.2 Instruction and Learning Interventions cont'd	1.2.a Understands learning interventions to address skill deficits and learning needs of students. 1.2.b Understands the process of providing multiple opportunities to learn by regrouping students, re-teaching lessons, and modifying strategies based on formal and informal assessments. 1.2.c Understands appropriate use of varied research-based instructional strategies. 1.2.d Understands the appropriate use of technology in instructional settings.

Standards for School Leaders	Dimension 2. Assessing the Instructional Program and Monitoring Student Performance	Aspiring Principal Indicators
ISLLC: 2, 3, 4, 5, 6 McRel: 1, 3, 4, 5, 7, 18, 21 SISI: 1, 2, 3, 4, 6, 7, 8, 9 SREB: 2, 3, 4, 5, 12 Wallace Driver Behaviors: 2, 4, 6,7 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning	Function: 2.1 Assessment	<p>2.1.a Understands the connection between national, state, district, school and classroom assessments and their impact on curriculum and instruction.</p> <p>2.1.b Understands how to use the results of multiple assessments to provide meaningful feedback on learning</p> <p>2.1.c Understands, analyzes and applies school data to: Identify learning and achievement gaps Determine system, instructional, and student needs Develop a monitoring and improvement process for curriculum, instruction, evaluation, and professional development.</p> <p>2.1.d Knows a variety of protocols to promote teacher collaboration in analyzing student work.</p>
ISLLC: 2, 3, 4, 5, 6 McRel: 1, 3, 4, 5, 7, 18, 21 SISI: 1, 2, 3, 4, 6, 7, 8, 9 SREB: 2, 3, 4, 5, 12 Wallace Driver Behaviors: 2, 4, 6,7 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning	Function: 2.2 Data-Driven Decision Making, Monitoring Student Learning and Ensuring Accountability	<p>2.2.a Understands how to use data to prioritize decisions and drive change.</p> <p>2.2b Understands how to use assessment data to determine and address curricular gaps.</p> <p>2.2c Understands the importance of monitoring classroom assessments to inform instructional practice.</p> <p>2.2d Understands how to conduct and interpret research to improve student performance</p> <p>2.2e Understands how to be a good consumer of research</p> <p>2.2f Understands the need to identify and remove barriers to student learning</p>

Standards for School Leaders	Dimension 3. Securing and Developing Staff	Aspiring Principal Indicators
ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function: 3.1 Staff Selection	3.1.a Understands the dispositions, content knowledge and pedagogy of effective teachers. 3.1b Understands methods of assessing the dispositions, content knowledge and pedagogy of teaching applicants. 3.1c Understands the importance of aligning the staff recruitment and selection process with the diversity needs of the school, school mission, vision, and school improvement plan. 3.1d Understands how to apply legal requirements, state and district personnel policies and procedures.
ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff	Function: 3.2 Personnel Evaluation	3.2.a Understands how to evaluate staff performance and plan professional growth of staff. 3.2.b Understands the Kentucky Teacher Standards and instructional best practices for use in personnel evaluation. 3.2.c Understands the components and legal requirements of formative and summative staff evaluation. 3.2.d Understands effective classroom observation techniques and teacher conferencing methods. 3.2.e Understands how to collaboratively develop professional growth plans based on instructional needs identified through the evaluation process.

<p>ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 3.3 Work Conditions and Environment</p>	<p>3.3.a Understands the effective use of instructional time and resources for effective learning.</p> <p>3.3.b Develops effective methods for open communications between staff and administrators .</p> <p>3.3.c Recognizes strategies of motivation, recognition, and rewards in sustaining and improving teacher performance.</p> <p>3.3.d Understands the importance of professional relationships with and among school staff.</p>
<p>ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 3.4 Professional Development (PD)</p>	<p>3.4.a Knows theories and research underlying effective professional development.</p> <p>3.4.b Understands the significance of continual attention to effective teaching practices and discussions about current research and theory.</p> <p>3.4.c Understands the critical attributes of an effective PD system.</p> <p>3.4.d Demonstrates a commitment to learning.</p>

Standards for School Leaders	Dimension 4. Building Culture and Community	Aspiring Principal Indicators
<p>ISLLC: 1, 2, 3, 4, 5 McRel: 1, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21 SISI: 4, 5, 7, 8 SREB: 2, 3, 4 Wallace Driver Behaviors: 1, 5, 7 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 4.1 School Culture</p>	<p>4.1.a Understands strategies to reinforce norms of behavior within a school culture conducive to student learning and achievement.</p> <p>4.1.b Understands strategies to promote effective change.</p> <p>4.1.c Understands the elements of and impact of formal and informal school culture.</p> <p>4.1.d Understands how data can be used to influence and inform school culture.</p> <p>4.1e Understands that individuals, families and communities need to be active partners in school success.</p> <p>4.1f Understands how to engage all stakeholders.</p> <p>4.1g Understands the importance of treating all individuals with fairness, dignity and respect.</p> <p>4.1h Understands the need to use the influence of the office to enhance student learning and achievement rather than for personal gain.</p>
<p>ISLLC: 1, 2, 3, 4, 5 McRel: 1, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21 SISI: 4, 5, 7, 8</p> <p>SREB: 2, 3, 4 Wallace Driver Behaviors: 1, 5, 7 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function: 4.2 Learning Communities for Students and Staff</p>	<p>4.2.a Understands how to create and sustain a school wide learning environment based on a shared sense of community and cooperation.</p> <p>4.2b Understands the importance of varied values and opinions.</p> <p>4.2.c Understands characteristics of professional learning communities that focus on student learning and achievement.</p> <p>4.2d Understands how to foster individual and collective accountability among staff members to improve student learning and achievement.</p>

<p>ISLLC: 1, 2, 3, 4, 5, 6 McRel: 1, 2, 4, 6, 10, 14, 15, 17, 19, 20, 21, SISI: 4, 6, 7, 8 SREB: 4, 6, 9, 10, 13, 12 Wallace Driver Behaviors: 1, 3, 4, 5, 6 Attributes of Successful Schools – Disciplined PEOPLE: Quality Staff</p>	<p>Function 4.3 Professional Ethics</p>	<p>4.3.a Understands the need to model beliefs, ideals, and professional ethics conducive to student learning and achievement.</p> <p>4.3.b Understands the importance of a commitment to equity and diversity.</p> <p>4.3c Understands the roles and responsibilities of all school administrative, departmental and support staff, leadership teams, committees, and school-based council.</p> <p>4.3d Understands the importance of modeling a personal and professional code of ethics.</p>
<p>Standards for School Leaders</p>	<p>Dimension 5. Creating Organizational Structures and Operations</p>	<p>Aspiring Principal Indicators</p>
<p>ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure</p>	<p>Function: 5.1 Operational Vision and Mission</p>	<p>5.1.a Understands the importance of vision and developing a personal vision for school leadership.</p> <p>5.1.b Understands the importance of a collaborative process to develop shared beliefs, vision and mission that supports student learning and achievement.</p> <p>5.1.c Knows a variety of strategies to align resources, operational procedures and organizational structures with the school vision and mission.</p> <p>5.1d Understands how modeling values, beliefs, and attitudes can inspire others to higher levels of performance.</p>

<p>ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21</p> <p>SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure</p>	<p>Function: 5.2 School Improvement Planning and Implementation</p>	<p>5.2.a Understands systems thinking as related to student learning and achievement and designs appropriate strategies.</p> <p>5.2.b Understands the role of leadership and shared decision making in school improvement planning.</p> <p>5.2.c Understands the development, implementation and monitoring of a school improvement plan aligned with data, policy and regulation.</p>
<p>ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure</p>	<p>5.3 Functions, Procedures, and Structures</p>	<p>5.3.a Understands basic management skills to foster student safety, learning and achievement.</p> <p>5.3.b Understands problem-solving techniques for decision making purposes.</p>
<p>ISLLC: 1, 3, 5, 6 McRel: 2, 4, 6, 8, 10, 12, 15, 16, 17, 19, 20, 21 SISI: 5, 7, 8, 9, 11 SREB: 1,2,3,4 Wallace Driver Behaviors: 2, 4, 5, 6 Attributes of Successful Schools - Disciplined PROCESS: Systems and Structure</p>	<p>Function 5.4 Legal Framework</p>	<p>5.4a Understands the laws, regulations, and policies under which the school must function.</p>

Standards for School Leaders	Dimension 6. Leveraging Community Systems and Resources	Aspiring Principal Indicators
<p>ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning</p>	<p>Function: 6.1 Family and Community</p>	<p>6.1.a Understands strategies to build learning relationships with families.</p> <p>6.1.b Understands strategies to build partnerships with community stakeholders</p> <p>6.1.c Understands strategies to leverage multiple resources to improve student learning and achievement</p> <p>6.1.d Understands and considers the prevailing values of the diverse community.</p> <p>6.1e Understands the importance of community stakeholder involvement in student learning and achievement</p> <p>6.1f Understands how to assess family and community concerns, expectations and needs.</p> <p>6.1g Understands how the community environment in which schools operate can be influenced on behalf of all students and their families.</p> <p>6.1h Understands the need for ongoing dialogue with representatives of diverse community groups.</p> <p>6.1i Understands the importance of being engaged in the larger community outside of the local school.</p>

<p>ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning</p>	<p>Function: 6.2 Districts</p>	<p>6.2a Understands the district protocol for accessing additional external resources</p> <p>6.2b Understands how to allocate and integrate district resources available for addressing all student needs.</p> <p>6.2c Understands how to leverage district resources for school improvement.</p> <p>6.2d Understands the importance of monitoring and evaluating district resources based on changing student needs.</p>
<p>ISLLC: 1, 2, 3, 4 McRel: 1, 2, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 SISI: 4, 7, 8, 9 SREB: 1, 2, 3, 4, 8 Wallace Driver Behaviors: 1, 2, 4, 5, 6 Attributes of Successful Schools – Disciplined PURPOSE: Strategic Planning</p>	<p>Function: 6.3 Policy Environment</p>	<p>6.3a Understands how to influence public policy to provide quality education for all students.</p> <p>6.3b Understands how to operate within the political environment in which the school exists.</p>