N.J.A.C. 6A:9, PROFESSIONAL STANDARDS

TABLE OF CONTENTS

SUBCHAPTER 1. SCOPE AND PURPOSE

6A:9-1.1 Scope

6A:9-1.2 Purpose

SUBCHAPTER 2. DEFINITIONS

6A:9-2.1 Definitions

SUBCHAPTER 3. PROFESSIONAL STANDARDS FOR TEACHERS AND PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

6A:9-3.1 Purpose

6A:9-3.2 Scope

6A:9-3.3 Professional Standards for Teachers

6A:9-3.4 Professional Standards for School Leaders

CHAPTER 9. PROFESSIONAL STANDARDS

SUBCHAPTER 1. SCOPE AND PURPOSE

6A:9-1.1 Scope

This chapter sets forth the applicable definitions for preparation, licensure, and professional development of educators required for licensure and certification pursuant to this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C. It also contains the Professional Standards for Teachers and the Professional Standards for School Leaders.

6A:9-1.2 Purpose

(a) The purpose of this chapter is to establish definitions applicable to this chapter, and to N.J.A.C. 6A:9A, 6A:9B, and 6A:9C, and to establish professional standards for pre-service preparation, certification, and professional development that continuously serve to improve the quality of instruction for New Jersey's children to prepare them for post-secondary education and/or careers.

(b) A standards-based, rigorous system of licensure designed to support improved student achievement of the Core Curriculum Content Standards (CCCS) will serve to improve the quality of New Jersey's educator workforce and student performance.

SUBCHAPTER 2. DEFINITIONS

6A:9-2.1 Definitions

The following words and terms shall have the following meanings when used in this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C, unless the context clearly indicates otherwise:

"Accepted cohort of candidates" means the group of candidates accepted to start at the same time all educator preparation programs leading to a State certification.

"Accreditation" means an institution that has a professional education unit and has completed successfully a review process by a national professional organization recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The institution must meet State, professional, and institutional standards as determined by a review of its individual programs and overall capacity to prepare education professionals.

"Administrative certificate" means the certificate category that includes specific endorsements for school administrator, principal, supervisor, or school business administrator.

"ALJ" means an administrative law judge assigned by the Director of the Office of Administrative Law to preside over contested cases pursuant to N.J.S.A. 52:14F-1 et seq.

"Approved agency" shall mean an entity which is approved by the State and provides services to nonpublic school students in accordance with N.J.S.A. 18A:46A-1 et seq.

"Approved program" means a Department-approved educator preparation program designed to lead to an instructional, administrative, or educational services certificate.

“Authorization” means any requirement, other than an instructional certificate, established by the State or Federal government or by a profession that allows an individual to engage in the practice of that profession.

“Board of Examiners” means the New Jersey State Board of Examiners.

“CAEP” means the Council for the Accreditation of Educator Preparation. CAEP is a national professional accrediting body for educator preparation.

“CCCS” means the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8.

“Career and technical education” means as defined in N.J.A.C. 6A:19-1.2.

“Career cluster” means as defined in N.J.A.C. 6A:19-1.2.

“CE educator preparation program” means a program designed to lead to a standard certificate where preparation primarily occurs while candidates are working under a provisional certificate.

"CEAS educator preparation program" means a program provided by an accredited higher education institution. This program primarily occurs prior to a candidate actively working under a provisional certificate.

“Certificate” means a legal document issued by the Board of Examiners that permits an individual to serve as a teaching staff member. Three categories of certificates are instructional, administrative, and educational services. Within each certificate category, standard, provisional,

emergency certificates, and/or CEs and CEASs may be available. Each certificate shall be issued with at least one endorsement, which shall be considered part of the certificate.

“Certificate holder” means an individual issued a certificate by the Board of Examiners.

“Certificate of advanced study in educational administration and supervision” means a postmasters higher education institution program, minimum of 24 graduate semester-hour credits, that prepares school leaders with the knowledge, skills, and dispositions to be an effective school leader. The program results in an out-of-State certificate as a principal or superintendent and in a Certificate of Advanced Study in School Leadership from the higher education institution.

“Certificate of eligibility” (CE) means a certificate with lifetime validity issued to persons who have completed degree, academic study, and applicable test requirements for certification. The CE permits the applicant to seek and accept employment in corresponding positions requiring certification.

“Certificate of eligibility with advanced standing” (CEAS) means a certificate with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and CEAS educator preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

“Charter school alternate route” means a three-tiered certificate program, including qualification for a charter school certificate of eligibility, issuance of a provisional certificate upon employment, and final recommendation by the principal upon two years of successful completion of teaching at the charter school. Charter school certificates may be used only for

employment in charter schools and do not satisfy the requirements for employment in school districts, excluding charter schools.

“Charter school certificate of eligibility” or “CSCE” means a certificate with lifetime validity issued to a person who has a bachelor's degree and has satisfied applicable test requirements for certification. The CSCE permits the applicant to seek and accept employment at charter schools in positions requiring certification. The CSCE may be used only for employment in charter schools and does not satisfy the requirements for employment in school districts, excluding charter schools.

“Charter school provisional certificate” means a two-year certificate issued to novice teacher candidates who have been hired by a charter school, but who have not met the requirements for a standard certificate. Charter school provisional certificates are issued to novice instructional staff who are employed at a charter school, may be used only for employment in charter schools, may be renewed once at the discretion of the employing school, and do not satisfy the requirements for obtaining employment in school districts, excluding charter schools.

“Charter school standard certificate” means a permanent certificate issued to a person who has met all charter school certification requirements. This certificate may be used only for employment in charter schools and does not satisfy the requirements for employment in school districts, excluding charter schools.

“CHEA” means the Council for Higher Education Accreditation. CHEA is an organization that coordinates national accreditation processes for higher education institutions and recognizes accrediting bodies.

“Clinical component” means the combined clinical experience and clinical practice elements of educator preparation.

“Clinical experience” means the diverse, guided, hands-on, practical applications and demonstrations in educator preparation programs of professional knowledge, skills, and dispositions through integrated, collaborative, and facilitated learning and practice in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program.

“Clinical intern” means a candidate engaged in the clinical practice component of an educator preparation program.

“Clinical practice” means the culminating field-based experience or internship. In this hands-on experience in a P-12 setting, candidates demonstrate their knowledge, skills, and dispositions to be effective educators.

“Clinical supervisor” means an individual hired by an educator preparation program to assess, support, and develop a candidate’s knowledge, skills, and/or dispositions at some stage in the clinical component.

“Coherent sequence of courses” means a sequence of at least 30 semester-hour credits of college-level coursework in a subject field that includes study at the introductory, intermediate, and advanced levels.

“Consortium” means a joint sponsorship between two or more school districts, higher education institutions, educational organizations, or any combination thereof providing formal instruction to provisional teachers.

“Cooperative education experience” means as defined in N.J.A.C. 6A:19-4.2.

“Cooperating teacher” means a certified, experienced, practicing teacher who is assigned responsibility for assessing, supporting, and developing a candidate’s knowledge, skills, and/or professional dispositions during clinical experiences and/or clinical practice.

“District board(s) of education” or “school district(s)” means all providers of publicly funded preschool, elementary, secondary, and adult high school education programs, including county vocational school districts, educational services commissions, jointure commissions, charter schools, regional day schools, adult high schools, county special services school districts, the Marie H. Katzenbach School for the Deaf, the Department of Human Services, the Department of Children and Families, the Department of Corrections, the Juvenile Justice Commission, and approved private schools for the disabled whose staff hold appropriate certificates.

“District mentoring program” means a program of induction and support for non-tenured teachers, including novice provisional teachers and experienced teachers new to a school district, designed to develop them into effective professionals within the school district.

“Dual-content major” means any college major that combines two of the Core Curriculum Content Standards.

“Early Childhood Program Expectations” means the standards set forth in N.J.A.C. 6A:8-2.1(a)4.

“Educational services certificate” means the certificate category that permits an individual to serve in a primarily non-instructional and non-administrative teaching staff role in a school district.

“Educational technology” means the implementation of technology as an integral part of the instructional process across all curriculum areas that supports a learner centered environment.

“Educator preparation program” means a Commissioner-approved CEAS or CE educator preparation program or out-of-State educator preparation program pursuant to N.J.A.C. 6A:9B-8.2(b) that is housed at a higher education institution or other program provider and prepares candidates for instructional, administrative, or educational services certification.

“Emergency certificate” means a substandard certificate issued only to educational services certificate candidates who meet the requirements specified for each endorsement pursuant to N.J.A.C. 6A:9B-14.

“Endorsement” means an authorization allowing a certificate holder to teach one or more specific subject area(s) or to serve in one or more specific teaching staff role(s).

“Formal instruction” means a Department-approved program of professional preparation for CE holders that is housed at a higher education institution or a CE educator preparation program provider and includes, but is not limited to, coursework and in-classroom supports such as coaching.

“Full-time teaching” means the equivalent of 900 clock-hours of teaching per year.

“GPA” means grade point average.

“IEP” means an individualized education program as defined in N.J.AC. 6A:14-1.3.

“Instructional certificate” means the certificate category that permits an individual to serve as a teacher in a classroom setting.

“Interdisciplinary major” means any college major that combines two or more academic, scientific or artistic disciplines, permitting students to explore an area of interest from several perspectives.

“International agency” means an international agency that recruits foreign teachers for New Jersey school districts in subject areas that the Commissioner has defined as having a critical shortage.

“Liberal arts major” means any college major including, but not limited to, philosophy, history, literature, sociology, world language, mathematics, science, or engineering that is intended primarily to provide general knowledge and to develop an individual’s general intellectual capacities to reason and evaluate, as opposed to professional or vocational skills.

“Mentor teacher” means an experienced, certified New Jersey teacher who is assigned to provide support and guidance to a novice teacher.

“NASDTEC” means the National Association of State Directors of Teacher Education and Certification.

“NCATE” means the National Council for the Accreditation of Teacher Education. NCATE is a national professional accrediting body for educator preparation.

“Nonpublic school” means an elementary or secondary school within the State, other than a public school, offering education for kindergarten through grade 12, or any combination thereof, wherein any child may legally fulfill compulsory school attendance requirements and that complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352). For purposes of this chapter, preschools licensed by the Department of Children and Families that are not under contract to provide services to SDA districts shall be considered nonpublic schools.

“North American Industry Classification System (NAICS) code” is an economic classification system based on groups of goods and services that use similar or identical production processes.

“Novice teacher” means any teacher serving full- or part-time under a provisional certificate who has not yet been issued a standard instructional certificate in any endorsement area.

“OAL” means the Office of Administrative Law established pursuant to N.J.S.A. 52:14F-1 et seq.

“Office” means the office within the Department that is assigned to provide staff support to the Board of Examiners in the exercise of its statutory and regulatory responsibilities.

“Official transcript” means either a paper or electronic transcript certified as official by the originating, regionally accredited higher education institution or a Department-recognized foreign credentialing agency.

“Paraprofessional” means a school or classroom aide who assists appropriately certified personnel with the supervision of pupil activities.

“Professional Standards for School Leaders” means the knowledge, skills, and dispositions that all school administrators must acquire to practice as school leaders. See N.J.A.C. 6A:9-3.4.

“Professional Standards for Teachers” means the knowledge, skills, and dispositions that all teachers must acquire to practice as teachers. See N.J.A.C. 6A:9-3.3.

“Program completion” means the fulfillment of all requirements of a Commissioner-approved or out-of-State educator preparation program pursuant to N.J.A.C. 6A:9B-8.2(b).

“Program provider” means the hosting organization for an educator preparation program.

“Progress toward completion” means the emergency certified teaching staff member must demonstrate before renewal of the emergency certificate that he or she has completed the share of study needed per year to earn standard certification within the years allowed for certificate renewal. The required “share of study” shall be equal to the number of credits remaining for standard certification divided by the maximum number of years the specific certificate can be renewed. A minimum of six credits toward the goal of a standard certificate from an approved program shall be completed each year by the candidate.

“Provisional certificate” means a two-year certificate issued to candidates who have met the requirements for initial employment, but who have not yet met the requirements for a standard certificate. Provisional certificates may be renewed pursuant to N.J.A.C. 6A:9B-8.5. Provisional

certificates are issued to instructional, administrator, and educational services staff whose employment with a specific school district is authorized by a CE or CEAS. Provisional certificates are also issued to initially employed educational services staff who have at least one year, but less than three years, of successful full-time experience or the equivalent in another state under that state's standard certificates. As required under N.J.A.C. 6A:9B, such staff shall also be enrolled in a CE educator preparation program and/or a district mentoring program, or a residency program.

"Provisional teaching period" means a minimum of two years of full-time teaching under a provisional certificate required of all novice teachers before they are eligible to be recommended for a standard certificate.

"Regionally accredited college or university" means a higher education institution accredited by one of the following regional accreditation associations:

1. Middle States Association of Colleges and Schools:
2. New England Association of Schools and Colleges;
3. Higher Learning Commission;
4. Northwest Association of School and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of School and Colleges.

"School leader" means an administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

"Secretary" means the Secretary of the Board of Examiners.

“Stakeholder” means a person or group with an interest or concern in an education policy or issue.

“Standard certificate” means a permanent certificate issued to a person who has met all certificate requirements.

“Standards for professional learning” means the standards that govern the creation and review of school and school district professional development plans and guide teachers in the selection of professional development experiences.

“State Board” means the New Jersey State Board of Education.

“Structured learning experience (SLE)” means as defined in N.J.A.C. 6A:19-2.1.

“Substitute credential” means the credential required for persons who do not hold an administrative, educational services, or instructional certificate and who are temporarily serving in replacement of a certified and regularly employed classroom teacher.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, employed by a school district in a supervisory role and capacity, and possessing a school administrator, principal, or supervisor endorsement.

“TEAC” means the Teacher Education Accreditation Council. TEAC is a national professional accrediting body for educator preparation.

"Teacher shortage area" means an area of specific grade, subject matter, or discipline classification, or a geographic area in which the Commissioner determines there is an insufficient supply of elementary or secondary school teachers.

"Teaching staff member" means as defined in N.J.S.A. 18:1-1.

"Technology education" means instruction by a teacher holding the Technology Education endorsement and covering CCCS 8.2 and the International Technology Education Association (ITEA) standards. The ITEA standards are published in "Standards for Technological Literacy," © ITEA, incorporated herein by reference, as amended and supplemented and are available at http://www.iteaconnect.org/TAA/PDFs/xstnd.pdf.

SUBCHAPTER 3. PROFESSIONAL STANDARDS FOR TEACHERS AND PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

6A:9-3.1 Purpose

(a) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the approval of educator preparation programs, recommendation of candidates for a certificate, induction, educator evaluation, and the approval of professional development.

(b) The level of mastery of the Professional Standards for Teachers and Professional Standards for School Leaders shall be on a continuum from pre-service and novice through veteran educator.

6A:9-3.2 Scope

(a) The Professional Standards for Teachers shall apply to all educators who hold an instructional certificate.

(b) The Professional Standards for School Leaders shall apply to all administrators who hold a supervisor, principal, or school administrator endorsement.

6A:9-3.3 Professional Standards for Teachers

(a) Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

1. Standard One: 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.

i. Performances:

(1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;

(2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and

(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

(1) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning;

(2) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs;

(3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and

(4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii. Critical Dispositions:

(1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;

(2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning;

(3) The teacher takes responsibility for promoting learners' growth and development; and

(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. Standard Two: 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.

i. Performances:

(1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;

(2) The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;

(3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;

(4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;

(5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; and

(6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.

ii. Essential Knowledge:

(1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;

(2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;

(3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;

(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii. Critical Dispositions:

(1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;

(2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;

(3) The teacher makes learners feel valued and helps them learn to value each other; and

(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

3. Standard Three: 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.

i. Performances:

(1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;

(2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally;

(3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work;

(4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention;

(5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;

(6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;

(7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and

(8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge:

(1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using

strategies that build learner self-direction and ownership of learning;

(2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;

(3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;

(4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments;

(5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and

(6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

iii. Critical Dispositions:

(1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;

(2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;

(3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work

collaboratively and independently, and engage in purposeful learning; and

(4) The teacher seeks to foster respectful communication among all members of the learning community.

4. Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances:

(1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards;

(2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;

(3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;

(4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;

(5) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;

(6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;

(7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;

(8) The teacher creates opportunities for students to learn, practice, and master academic language in their content; and

(9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge:

(1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;

(2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;

(3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;

(4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;

(5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;

(6) The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and

(7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

iii. Critical Dispositions:

(1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;

(2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;

(3) The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;

(4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and

(5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

5. Standard Five: 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.

i. Performances:

(1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example, a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);

(2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);

(3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;

(4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;

(5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;

(6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;

(7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems; and

(8) The teacher develops and implements supports for learner literacy development across content areas.

ii. Essential Knowledge:

(1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

(2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;

(3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use;

(4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;

(5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;

(6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

(7) The teacher understands creative thinking processes and how to engage learners in producing original work; and

(8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii. Critical Dispositions:

(1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;

(2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and

(3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

6. Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

i. Performances:

(1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;

(2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;

(3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;

(4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

(5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;

(6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;

(7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;

(8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and

(9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge:

(1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;

(2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;

(3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;

(4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;

(5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;

(6) The teacher knows when and how to evaluate and report learner progress against standards; and

(7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii. Critical Dispositions:

(1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;

(2) The teacher takes responsibility for aligning instruction and assessment with learning goals;

(3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;

(4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;

(5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and

(6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. Standard Seven: 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.

i. Performances:

(1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;

(2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;

(3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;

(4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;

(5) The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and

(6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ii. Essential Knowledge:

(1) The teacher understands content and content standards and how these are organized in the curriculum;

(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;

(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;

(4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;

(5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;

(6) The teacher knows when and how to adjust plans based on assessment information and learner responses; and

(7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

iii. Critical Dispositions:

(1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;

(2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;

(3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and

(4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. Standard Eight: 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.

i. Performances:

(1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;

(2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;

(3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;

(4) The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;

(5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;

(6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes;

(7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;

(8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and

(9) The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge:

(1) The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;

(2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;

(3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

(4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;

(5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning; and

(6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii. Critical Dispositions:

(1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;

(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;

(3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and

(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

9. Standard Nine: Professional Learning.-The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

i. Performances:

(1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards;

(2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;

(3) Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and

(4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

ii. Essential Knowledge:

(1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;

(2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and

(3) The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

iii. Critical Dispositions:

(1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;

(2) The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;

(3) The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and

(4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

10. Standard Ten: 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.

i. Performances:

(1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning;

(2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;

(3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals;

(4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement;

(5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being;

(6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;

(7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues;

(8) The teacher uses and generates meaningful research on education issues and policies;

(9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles;

(10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and

(11) The teacher takes on leadership roles at the school, district, State, and/or national level and advocates for learners, the school, the community, and the profession.

ii. Essential Knowledge:

(1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;

(2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;

(3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts; and

(4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii. Critical Dispositions:

(1) The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success;

(2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;

(3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;

(4) The teacher takes responsibility for contributing to and advancing the profession; and

(5) The teacher embraces the challenge of continuous improvement and change.

11. Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

i. Performances:

(1) The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;

(2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media;

(3) The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;

(4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the

educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice;

(5) The teacher maintains professional relationships with students and colleagues;

(6) The teacher provides access to various points of view without deliberate distortion of subject matter; and

(7) The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

ii. Essential Knowledge:

(1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others;

(2) The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);

(3) The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and

(4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

iii. Critical Dispositions:

(1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession;

(2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;

(3) The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and

(4) The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.

6A:9-3.4 Professional Standards for School Leaders

(a) School leader preparation, district induction, and professional development programs shall align their learning opportunities with the following standards:

1. Standard One: School administrators shall be educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

i. Administrators have knowledge and understanding of:

(1) Learning goals in a pluralistic society;

(2) The principles of developing and implementing strategic plans;

(3) Systems theory;

(4) Information sources, data collection and data analysis strategies;

(5) Effective communication; and

(6) Effective consensus-building and negotiation skills.

ii. Administrators believe in, value and are committed to:

(1) The educability of all;

(2) A school vision of high standards of learning;

(3) Continuous school improvement;

(4) The inclusion of all members of the school community;

(5) Ensuring that students have the knowledge, skills and values needed to become successful adults;

(6) A willingness to continuously examine one's own assumptions, beliefs and practices; and

(7) Doing the work required for high levels of personal and organization performance.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) The vision and mission of the school are effectively communicated to staff, parents, students and community members;

(2) The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities;

(3) The core beliefs of the school vision are modeled for all stakeholders;

(4) The vision is developed with and among stakeholders;

(5) The contributions of school community members to the realization of the vision are recognized and celebrated;

(6) Progress toward the vision and mission is communicated to all stakeholders;

(7) The school community is involved in school improvement efforts;

(8) The vision shapes the educational programs, plans and actions;

(9) An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;

(10) Assessment data related to student learning are used to develop the school vision and goals;

(11) Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;

(12) Barriers to achieving the vision are identified, clarified and addressed;

(13) Needed resources are sought and obtained to support the implementation of the school mission and goals;

(14) Existing resources are used in support of the school vision and goals; and

(15) The vision, mission and implementation plans are regularly monitored, evaluated, and revised.

2. Standard Two: School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

i. Administrators have knowledge and understanding of:

(1) Student growth and development;

(2) Applied learning theories;

(3) Applied motivational theories;

(4) Curriculum design, implementation, evaluation and refinement;

(5) Principles of effective instruction;

(6) Measurement, evaluation and assessment strategies;

(7) Diversity and its meaning for educational programs;

(8) Adult learning and professional development models;

(9) The change process for systems, organizations and individuals;

(10) The role of technology in promoting student learning and professional growth; and

(11) School cultures.

ii. Administrators believe in, value and are committed to:

(1) Student learning as the fundamental purpose of schooling;

(2) The proposition that all students can learn;

(3) The variety of ways in which students can learn;

(4) Life-long learning for self and others;

(5) Professional development as an integral part of school improvement;

(6) The benefits that diversity brings to the school community;

(7) A safe and supportive learning environment; and

(8) Preparing students to be contributing members of society.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) All individuals are treated with fairness, dignity and respect;

(2) Professional development promotes a focus on student learning consistent with the school vision and goals;

(3) Students and staff feel valued and important;

(4) The responsibilities and contributions of each individual are acknowledged;

(5) Barriers to student learning are identified, clarified and addressed;

(6) Diversity is considered in developing learning experiences;

(7) Life-long learning is encouraged and modeled;

(8) There is a culture of high expectations for self, student and staff performance;

(9) Technologies are used in teaching and learning;

(10) Student and staff accomplishments are recognized and celebrated;

(11) Multiple opportunities to learn are available to all students;

(12) The school is organized and aligned for success;

(13) Curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined;

(14) Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies;

(15) The school culture and climate are assessed on a regular basis;

(16) A variety of sources of information is used to make decisions;

(17) Student learning is assessed using a variety of techniques;

(18) Multiple sources of information regarding performance are used by staff and students;

(19) A variety of supervisory and evaluation models is employed; and

(20) Pupil personnel programs are developed to meet the needs of students and their families.

3. Standard Three: School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

i. Administrators have knowledge and understanding of:

(1) Theories and models of organizations and the principles of organizational development;

(2) Operational procedures at the school and district level;

(3) Principles and issues relating to school safety and security;

(4) Human resources management and development;

(5) Principles and issues relating to fiscal operations of school management;

(6) Principles and issues relating to school facilities and use of space;

(7) Legal issues impacting school operations; and

(8) Current technologies that support management functions.

ii. Administrators believe in, value and are committed to:

(1) Making management decisions to enhance learning and teaching;

(2) Taking risks to improve schools;

(3) Trusting people and their judgments;

(4) Accepting responsibility;

(5) High-quality standards, expectations and performances;

(6) Involving stakeholders in management processes; and

(7) A safe environment.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) Knowledge of learning, teaching and student development is used to inform management decisions;

(2) Operational procedures are designed and managed to maximize opportunities for successful learning;

(3) Emerging trends are recognized, studied and applied as appropriate;

(4) Operational plans and procedures to achieve the vision and goals of the school are in place;

(5) Collective bargaining and other contractual agreements related to the school are effectively managed;

(6) The school plant, equipment and support systems operate safely, efficiently and effectively;

(7) Time is managed to maximize attainment of organizational goals;

(8) Potential problems and opportunities are identified;

(9) Problems are confronted and resolved in a timely manner;

(10) Financial, human and material resources are aligned to the goals of schools;

(11) The school acts entrepreneurially to support continuous improvement;

(12) Organizational systems are regularly monitored and modified as needed;

(13) Stakeholders are involved in decisions affecting schools;

(14) Responsibility is shared to maximize ownership and accountability;

(15) Effective problem-framing and problem-solving skills are used;

(16) Effective conflict resolution skills are used;

(17) Effective group-process and consensus-building skills are used;

(18) Effective communication skills are used;

(19) A safe, clean and aesthetically pleasing school environment is created and maintained;

(20) Human resource functions support the attainment of school goals; and

(21) Confidentiality and privacy of school records are maintained.

4. Standard Four: School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

i. Administrators have knowledge and understanding of:

(1) Emerging issues and trends that potentially impact the school community;

(2) The conditions and dynamics of the diverse school community;

(3) Community resources;

(4) Community relations and marketing strategies and processes; and

(5) Successful models of school, family, business, community, government and higher education partnerships.

ii. Administrators believe in, value and are committed to:

(1) Schools operating as an integral part of the larger community;

(2) Collaboration and communication with families;

(3) Involvement of families and other stakeholders in school decision-making processes;

(4) The proposition that diversity enriches the school;

(5) Families as partners in the education of their children;

(6) The proposition that families have the best interests of their children in mind;

(7) Resources of the family and community needing to be brought to bear on the education of students; and

(8) An informed public.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) High visibility, active involvement and communication with the larger community is a priority;

(2) Relationships with community leaders are identified and nurtured;

(3) Information about family and community concerns, expectations and needs is used regularly;

(4) There is outreach to different business, religious, political and service agencies and organizations;

(5) Credence is given to individuals and groups whose values and opinions may conflict;

(6) The school and community serve one another as resources;

(7) Available community resources are secured to help the school solve problems and achieve goals;

(8) Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals;

(9) Community youth family services are integrated with school programs;

(10) Community stakeholders are treated equitably;

(11) Diversity is recognized and valued;

(12) Effective media relations are developed and maintained;

(13) A comprehensive program of community relations is established;

(14) Public resources and funds are used appropriately and wisely;

(15) Community collaboration is modeled for staff; and

(16) Opportunities for staff to develop collaborative skills are provided.

5. Standard Five: School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

   i. Administrators have knowledge and understanding of:

      (1) The purpose of education and the role of leadership in modern society;

      (2) Various ethical frameworks and perspectives on ethics;

      (3) The values of the diverse school community;

      (4) Professional codes of ethics; and

      (5) The philosophy and history of education.

   ii. Administrators believe in, value and are committed to:

      (1) The ideal of the common good;

      (2) The principles in the Bill of Rights;

      (3) The right of every student to a free, quality education;

      (4) Bringing ethical principles to the decision-making process;

      (5) Subordinating one's own interest to the good of the school community;

      (6) Accepting the consequences for upholding one's principles and actions;

      (7) Using the influence of one's office constructively and productively in the service of all students and their families; and

      (8) Development of a caring school community.

   iii. Administrators facilitate processes and engage in activities ensuring that they:

      (1) Examine personal and professional values;

      (2) Demonstrate a personal and professional code of ethics;

(3) Demonstrate values, beliefs and attitudes that inspire others to higher levels of performance;

(4) Serve as role models;

(5) Accept responsibility for school operations;

(6) Consider the impact of their administrative practices on others;

(7) Use the influence of the office to enhance the educational program rather than for personal gain;

(8) Treat people fairly, equitably and with dignity and respect;

(9) Protect the rights and confidentiality of students and staff;

(10) Demonstrate appreciation for and sensitivity to the diversity in the school community;

(11) Recognize and respect the legitimate authority of others;

(12) Examine and consider the prevailing values of the diverse school community;

(13) Expect that others in the school community will demonstrate integrity and exercise ethical behavior;

(14) Open the school to public scrutiny;

(15) Fulfill legal and contractual obligations; and

(16) Apply laws and procedures fairly, wisely and considerately.

6. Standard Six: School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

i. Administrators have knowledge and understanding of:

(1) Principles of representative governance that undergrid the system of American schools;

(2) The role of public education in developing and renewing a democratic society and an economically productive nation;

(3) The law as related to education and schooling;

(4) The political, social, cultural and economic systems and processes that impact schools;

(5) Models and strategies of change and conflict resolution as political, social, cultural and economic contexts of schooling;

(6) Global issues and forces affecting teaching and learning;

(7) The dynamics of policy development and advocacy under our democratic political system; and

(8) The importance of diversity and equity in a democratic society.

ii. Administrators believe in, value and are committed to:

(1) Education as a key to opportunity and social mobility;

(2) Recognizing a variety of ideas, values and cultures;

(3) Importance of a continuing dialogue with other decision makers affecting education;

(4) Actively participating in the political and policy-making context in the service of education; and

(5) Using legal systems to protect student rights and improve student opportunities.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) The environment in which schools operate is influenced on behalf of students and their families;

(2) Communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate;

(3) There is ongoing dialogue with representatives of diverse community groups;

(4) The school community works within the framework of policies, laws and regulations enacted by local, State and Federal authorities;

(5) Public policy is shaped to provide quality education for students; and

(6) Lines of communication are developed with decision makers outside the school community.