Adventist Education

A JOURNEY TO EXCELLENCE

Adventist Education K-12
Leadership Standards

2017

K-12 LEADERSHIP STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

Leadership Standards for Seventh-day Adventist Schools

Educational standards, in general, serve as the basis for school improvement outcomes with the end goal of increased learner achievement. There are four sets of standards that inform the school improvement process in Adventist schools.

School Improvement Standards are embedded in the *Standards for Accreditation of Seventh-day Adventist Schools* and focus on factors that have been identified as affecting learner achievement.

Learner Standards identify what students should know and be able to do across the content areas, and function as the framework for curriculum design, the instructional program, and assessment practices.

Teacher and Leadership Standards articulate the knowledge, performances, and dispositions of teachers and leaders that are necessary to improve student achievement.

In regard to the latter, Marzano notes that there are interdependent relationships among teachers, educational leadership, and learner performance. The classroom behaviors of teachers, and the vision and practices of leadership, positively affect learner performance when there are common goals and a common language of instruction. The NAD Teacher and Leadership Standards serve to describe a common vision for leading, teaching, and learning in Adventist schools within the context of the Adventist worldview and informed by current research and practice as outlined in the *InTASC Model Core Teaching Standards* and the *NPBEA Professional Standards for Educational Leaders*.

PURPOSE

The purpose of the Teacher and Leadership Standards, then, is to serve as a resource for Adventist teachers, educational leaders, and teacher education programs to guide and align professional practice in relation to the development of policies and programs to prepare, certificate, support, supervise, and evaluate teachers and leaders. The standards do not prescribe specific actions, but encourage teachers and leaders to adapt their application to be most effective in particular circumstances and contexts. Notably,

1. The standards can strengthen the collaboration of schools with teacher preparation programs in regards to preservice education as well as mentoring and induction programs.

2. The standards can encourage agency upon the part of teachers and educational leaders to seek out training needed to gain the knowledge and skills advanced by the standards for renewal or advanced denominational certification.

3. The standards can facilitate the development of a meaningful and robust system of professional learning opportunities and supports to promote continuous growth and capacity building.

4. The standards can inform supervision and evaluation practices that improve teaching and learning.

CREDITS

The following resources were referenced in developing the Leadership Standards for Seventh-day Adventist Schools: InTASC Model Core Teaching Standards; NPBEA Professional Standards for Educational Leaders; Marzano's Common Language, Common Goals; Danielson's The Framework for Teaching; Stronge's Effectiveness Performance Evaluation System.

DEVELOPMENT COMMITTEE MEMBERS

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PURPOSE

STANDARD	DESCRIPTION	(InTASC Alignment)

Standard #1: PHILOSOPHY AND MISSION

The educational leader supports the Seventh-day Adventist worldview and educational philosophy by ensuring the development, articulation, implementation, and stewardship of a shared learner-centered vision.

	Dispositions
	Adventist Worldview-focused, **Collaborative**, Ethical, Innovative, **Reflective**, Analytical, Equity-minded, **Growth-oriented**, Perseverant, Systems-focused
	Knowledge
L.PM.1	Understands the Seventh-day Adventist worldview of God as Creator, Redeemer, Restorer of His image in man, and Friend of all
L.PM.2	Understands the philosophy, mission, vision, and core values of Seventh-day Adventist education
L.PM.3	Recognizes the intrinsic value and individual worth of each stakeholder to God
	Performance
L.PM.4	Leads the collaborative development and sustainment of a compelling shared mission to promote the academic success, spiritual growth, and well-being of each learner (1a)
L.PM.5	In collaboration with other administrators, school personnel, and stakeholders, using relevant data, develops and promotes a vision for the successful learning and development of the whole child and for instructional and organizational practices that promote such success (1b)
L.PM.6	Articulates, advocates, and cultivates core values that define the culture and stress the imperative of learner-centered education; high expectations and student support; equity, inclusiveness, and justice; openness, caring, and trust; and continuous improvement (1c)
L.PM.7	Reviews the mission and vision and adjusts them to changing expectations, opportunities, needs, and situations of schools and learners (1e)
LPM.8	Develops shared understanding of and commitment to mission, vision, and core values with constituents and other stakeholders (1f)
L.PM.9	Demonstrates Christ-like behavior
L.PM.10	Models and pursues the mission, vision, and core values in all aspects of leadership (1g)
L.PM.11	Promotes opportunities for involvement in service activities

PLAN

Standard #2: CURRICULUM

(InTASC Alignment)

The educational leader promotes the success and well-being of every learner by promoting robust and meaningful curricula that provides for the spiritual, mental, physical, social, and emotional development of learners, preparing them for this world and for eternity.

	Dispositions
	Adventist Worldview-focused, **Collaborative**, Ethical, **Innovative**, Reflective, **Analytical**, Equity-minded, Growth-oriented, Perseverant, **Systems-focused**
	Knowledge
L.C.1	Recognizes how the Adventist worldview and NAD academic standards inform curriculum development
L.C.2	Identifies current curriculum trends in the country, state or province
L.C.3	Understands the fundamentals of curriculum design and review
L.C.4	Knows how to design class schedules and sequences that provide rigorous programs accessible to all learners
	Performance
L.C.5	Implements coherent systems of curriculum, instruction, and assessment that promote the philosophy, mission, vision, and core values, embody high expectations for learning, align with NAD academic standards and are culturally responsive (4a)
L.C.6	Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self (4b)
L.C.7	Ensures curriculum resources are relevant, current, aligned with the NAD academic standards, and include NAD approved textbooks and materials

STANDARD	DESCRIPTION	(InTASC Alignment)

Standard #3: INSTRUCTION

The educational leader makes certain the instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, mission, goals, and standards and actively engages learners.

	Dispositions
	Adventist Worldview-focused, Collaborative, Ethical, Innovative, **Reflective**, **Analytical**, **Equity-minded**, Growth-oriented, Perseverant, Systems-focused
	Knowledge
L.I.1	Identifies research-anchored instructional practices that maximizes learning for all
L.I.2	Recognizes predominant instructional practices throughout the school(s)
L.I.3	Understands the function of data use and analysis in instructional planning time
L.I.4	Knows how to design and implement effective and efficient schedules that protect and maximize instruction
L.I.5	Understands the appropriate use of technology in instruction
	Performance
L.I.6	Promotes instructional practice that is consistent with the Adventist worldview, knowledge of learning and development, effective pedagogy, and the needs of each learner (4c)
L.I.7	Ensures instructional practice that is intellectually challenging, authentic to learner experiences, recognizes learner strengths, and is differentiated and personalized (4d)
L.I.8	Supports the effective use of technology and other resources in the service of teaching and learning (4e)
L.I.9	Collaborates with teachers to use data appropriately to monitor learner progress and improve instruction (4g)
L.I.10	Ensures that teachers have opportunities to observe and discuss effective instructional practices

Standard #4: ASSESSMENT

The educational leader uses various assessment data to identify clear and measurable goals, assess organizational effectiveness, and promote learning.

	Dispositions
	Adventist Worldview-focused, **Collaborative**, **Ethical**, Innovative, **Reflective**, **Analytical**, Equity-minded, **Growth-oriented**, Perseverant, **Systems-focused**
	Knowledge
L.A.1	Understands the link between curriculum, instruction, and assessment
L.A.2	Recognizes how assessment guides school improvement
L.A.3	Knows various types of data to collect and how to analyze, interpret, and apply the data appropriately to regularly monitor progress toward goals for learning outcomes
	Performance
L.A.4	Employs valid assessments that are consistent with knowledge of learning and development and technical standards of measure (4f)
L.A.5	Uses diagnostic, formative, and summative assessment data to collaboratively monitor student progress and support implementation of appropriate learning strategies (4g)
L.A.6	Ensures that clear, measurable, and relevant learning goals are established by learners, teachers, and educational leaders and aligned with organizational goals for learning outcomes
L.A.7	Provides evidence to relevant stakeholders that learners are meeting measurable and reasonable learning goals

PRACTICE

STANDARD	DESCRIPTION	(InTASC Alignment)

Standard #5: SUSTAINABLE LEADERSHIP

The educational leader acts ethically according to professional norms and ensures the effective and successful operation of the organization to promote learner success and well-being.

	Dispositions
	Adventist Worldview-focused, **Collaborative**, **Ethical**, Innovative, **Reflective**, **Analytical**, Equity-minded, Growth-oriented, Perseverant, **Systems-focused**

		Knowledge
	L.SL.1	Recognizes professional norms and ethical practice for the Christian leader
	L.SL.2	Comprehends what it means to be a servant leader and how to incorporate the principles into practice
	L.SL.3	Knows, and differentiates among, leadership, administration, and management skills
	L.SL.4	Understands the dynamics of team building for the purpose of developing a collaborative culture
	L.SL.5	Recognizes the importance of instructional leadership and the role of coaching in effective instruction
	L.SL.6	Understands how to prepare a fiscally responsible budget and how to interpret a financial statement
	L.SL.7	Comprehends the role and function of student information systems and data
	L.SL.8	Knows organization politics; local governing education rules, regulations, and laws; and local conference, union, and NAD policies and procedures (9h, 9l)
	L.SL.9	Understands how to delegate responsibilities appropriately

		Performance
ETHICS	L.SL.10	Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership (2a)
	L.SL.11	Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement (2b)
	L.SL.12	Places children at the center of education and accepts responsibility for each learner's spiritual development, academic success, and well-being (2c)
	L.SL13	Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, justice, community, and diversity (2d)
	L.SL14	Leads with interpersonal and communication skills, social-emotional insight, and understanding of all learners' and staff members' backgrounds and cultures (2e)
	L.SL.15	Provides spiritual guidance and moral direction, and promotes ethical and professional behavior (2f)
OPERATIONS & MANAGEMENT	L.SL.16	Institutes, manages, and monitors operations and administrative systems that promote the mission and vision (9a)
	L.SL.17	Strategically manages resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity to address individual learning needs (9b)
	L.SL.18	Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment (9c)
	L.SL.19	Are responsible, ethical, and accountable stewards of the organization's monetary and non-monetary resources, engaging in effective budgeting and accounting practices (9d)
	L.SL.20	Protect staff members' work and learning from disruption (9e)
	L.SL.21	Employ technology to improve the quality and efficiency of operations and management (9f)
	L.SL.22	Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement (9g)
	L.SL.23	Complies with, and helps the school community understand, organizational politics; local governing education rules, regulations and laws; and local conference, union, and division policies and procedures (9h, 9l)
	L.SL.24	Collaborates with constituency, board(s), and teacher(s) to develop and implement policies and procedures aligned with conference, union, and division educational policies, the organization's constitution, and civil authorities (where applicable)
	L.SL.25	Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation (9i)
	L.SL.26	Develops and manages productive relationships with the division, union, and conference offices and school board(s) (9j)
	L.SL.27	Develops and administers systems for fair and equitable management of conflict among students, staff, leaders, families, and constituency (9k)
	L.SL.28	Follows established denominational policies and procedures relative to personnel employment (hiring, transfer, retention, promotion, dismissal)
	L.SL.29	Collaborates with board and constituency to regularly review and update the constitution and bylaws
	L.SL.30	Ensures that the facilities are appropriate and sufficient to support the daily operations and to achieve the mission of the organization

STANDARD	DESCRIPTION	(InTASC Alignment)

Standard #6: ORGANIZATIONAL CLIMATE AND CULTURE

The educational leader designs and maintains an organizational climate and culture that supports the organization's mission and goals to promote learner success and well-being.

	Dispositions
	Adventist Worldview-focused, Collaborative, **Ethical**, Innovative, Reflective, Analytical, **Equity-minded**, Growth-oriented, **Perseverant**, **Systems-focused**

		Knowledge
	L.OCC.1	Understands the social, cultural, and political dynamics of the constituency and community to cultivate an effective learning environment
	L.OCC.2	Recognizes the role of equity and cultural responsiveness in promoting learners' academic success and well-being
	L.OCC.3	Appreciates the importance of educating learners for life in a global society and for eternity
	L.OCC.4	Understands the value of each individual in creating an inclusive, caring, and supportive community
	L.OCC.5	Knows practices which nurture the development of positive conduct, engagement, and collaboration in learner and professional communities
	L.OCC.6	Understands the role of information resources and technology integration as tools that support student learning

		Performance
EQUITY & CULTURAL RESPONSIVENESS	L.OCC.7	Ensures that each learner is treated fairly, respectfully, and with an understanding of each learner's culture and context (3a)
	L.OCC.8	Recognizes, respects, and employs each learner's strengths, diversity, and culture as assets for teaching and learning (3b)
	L.OCC.9	Ensures that each learner has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success (3c)
	L.OCC.10	Develops learner policies and addresses learner misconduct in a positive, fair, and unbiased manner (3d)
	L.OCC.11	Confronts and alters institutional biases of learner marginalization and low expectations associated with race, class, culture and language, gender, and disability or special status (3e)
	L.OCC.12	Promotes the preparation of learners to live productively in and contribute to the diverse cultural contexts of a global society (3f)
	L.OCC.13	Addresses matters of equity and acts with cultural competence and responsiveness in interactions, decision making, practice, and all other aspects of leadership (3g, 3h)
COMMUNITY OF CARE & SUPPORT	L.OCC.14	Collaboratively works with all stakeholders to develop and maintain a plan for a safe, caring, and healthy environment that meets the spiritual, academic, social, emotional, and physical needs of each learner (5a)
	L.OCC.15	Creates and sustains an environment in which each learner is known, accepted, and valued; trusted and respected; cared for; and encouraged to be an active and responsible member of the community (5b)
	L.OCC.16	Provides coherent systems of academic, technological, and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each learner (5c)
	L.OCC.17	Promotes adult-student, student-peer, and school-community relationships that value and support spiritual development, academic learning, and positive social and emotional development (5d)
	L.OCC.18	Cultivates and reinforces learner engagement in school and positive learner conduct (5e)
	L.OCC.19	Infuses the learning environment with the cultures and languages of the community (5f)
PROFESSIONAL COMMUNITY	L.OCC.20	Develops workplace conditions that promote effective professional development, practice, and student learning (7a)
	L.OCC.21	Empowers and entrusts staff with collective responsibility for meeting the spiritual, academic, social, emotional, and physical needs of each learner, pursuant to the mission, vision, and core values of the school (7b)
	L.OCC.22	Establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective teacher efficacy, and continuous individual and organizational learning and improvement (7c, 7d)
	L.OCC.23	Develops and supports open, productive, caring, and trusting working relationships between leaders and staff to promote professional capacity and the improvement of practice (7e)
	L.OCC.24	Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning (7g)
	L.OCC.25	Encourages faculty-initiated improvement of programs and practices (7h)

STANDARD	DESCRIPTION	(InTASC Alignment)

Standard #7: PROFESSIONAL LEARNING

The educational leader collaborates with colleagues to develop professional capacity and practice of school personnel to promote each learner's success and well-being.

Dispositions

Adventist Worldview-focused, Collaborative, Ethical, **Innovative**, **Reflective**, **Analytical**, Equity-minded, Growth-oriented, Perseverant, Systems-focused

Knowledge

L.PL.1	Identifies research-anchored practices for the development, implementation, and sustainability of professional learning and growth
L.PL.2	Understands how to use learner data to inform professional learning
L.PL.3	Knows how to develop and implement a plan for professional learning
L.PL.4	Identifies research-anchored systems of supervision and evaluation
L.PL.5	Recognizes how to navigate change in the midst of ambiguity and competing demands and interests

Performance

L.PL.6	Recruits, hires, supports, develops, and retains Christ-like, effective, and caring staff to create an effective team (6a)
L.PL.7	Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel (6b)
L.PL.8	Develops staff members' professional knowledge, skills, and reflective practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development, and driven by student data (6c)
L.PL.9	Designs and implements job-embedded and other opportunities for professional learning collaboratively with staff (7f)
L.PL.10	Provides adequate time and resources for the development and implementation of a continuous improvement plan for individual and collective instructional capacity to achieve outcomes envisioned for each learner (6d)
L.PL.11	Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of staff members' knowledge, skills, and practice (6e)
L.PL.12	Empowers and motivates staff to the highest levels of professional practice and to continuous learning, improvement, and reflection (6f)
L.PL.13	Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community (6g)
L.PL.14	Promotes the personal and professional health, well-being, and work-life balance of staff (6h)
L.PL.15	Assumes responsibility for one's own learning and effectiveness through reflection, study, and development of a professional learning plan, while maintaining a healthy work-life balance (6i)
L.PL.16	Encourages and supports teachers in maintaining NAD certification/endorsements while maintaining one's own

STANDARD	DESCRIPTION	(InTASC Alignment)

Standard #8: COMMUNICATION AND COLLABORATION

The educational leader fosters communication and collaboration among the school, constituency, and community which are essential to providing an effective educational environment for learner success and well-being.

	Dispositions
	Adventist Worldview-focused, **Collaborative**, Ethical, Innovative, Reflective, Analytical, Equity-minded, **Growth-oriented**, Perseverant, **Systems-focused**

	Knowledge
L.CC.1	Recognizes the importance of disseminating information to stakeholders in a timely manner through multiple channels and sources
L.CC.2	Identifies constituency and community needs, priorities, and resources
L.CC.3	Knows how to communicate in an explicit and professional manner
L.CC.4	Understands effective collaborative practices that meaningfully engage all stakeholders
L.CC.5	Realizes the importance of advocating for Adventist education

	Performance
L.CC.6	Is approachable, accessible, and welcoming to families, constituency, and community (8a)
L.CC.7	Creates and sustains positive, collaborative, and productive relationships with families, constituency, and community for the benefit of learners (8b)
L.CC.8	Engages in regular and open two-way communication with families, constituency and community about the organization, learners, needs, problems, and accomplishments (8c)
L.CC.9	Maintains a presence within the constituency and community to understand its strengths and needs, develop productive relationships, and engage in resources for the organization (8d)
L.CC.10	Partners with the constituency and families to support learners in and out of school (8e)
L.CC.11	Understands, values, and employs the constituency's and community's spiritual, cultural, social, intellectual, and political resources to promote learning and school improvement (8f)
L.CC.12	Develops and provides the school as a resource for families, constituency, and community (8g)
L.CC.13	Advocates for Adventist education, and the needs and priorities of learners, families, constituency, and community (8h, 8i)
L.CC.14	Builds and sustains productive partnerships with public and private sectors (e.g., constituency, churches, conference, union) to promote school improvement and learning (8j)
L.C..15	Makes the Adventist worldview visible in written and spoken communication

PRODUCT

STANDARD	DESCRIPTION	(InTASC Alignment)

Standard #9: SCHOOL IMPROVEMENT

The educational leader acts as an agent of continuous improvement
to promote each learner's success and well-being.

	Dispositions
	Adventist Worldview-focused, **Collaborative**, Ethical, **Innovative**, Reflective, **Analytical**, Equity-minded, Growth-oriented, Perseverant, **Systems-focused**
	Knowledge
L.SI.1	Understands how to collect, manage, analyze, and use data
L.SI.2	Knows how to collaboratively develop, implement, and review a school improvement plan
L.SI.3	Knows how to collaboratively develop a spiritual master plan that reflects the Adventist worldview
L.SI.4	Recognizes systemic change processes and methods of continuous improvement
L.SI.5	Realizes the direct role of the North American Division Standards for Accreditation of Seventh-day Adventist Schools in the development of a comprehensive, schoolwide improvement plan
	Performance
L.SI.6	Strategically develop, implement, and evaluate actions to achieve the vision for the organization and learners (1d)
L.SI.7	Seeks to make the organization more effective for each learner, staff member, family, and the constituency (10a)
L.SI.8	Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the organization (10b)
L.SI.9	Prepares the organization and the constituency for improvement, promoting readiness, an imperative for improvement; instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement (10c)
L.SI.10	Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous improvement (10d)
L.SI.11	Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation (10e)
L.SI.12	Assesses and develops the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for improvement (10f)
L.SI.13	Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the division, union, or conference office for support in planning, implementation, monitoring, feedback, and evaluation (10g)
L.SI.14	Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of organization, programs, and services (10h)
L.SI.15	Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts (10i)
L.SI.16	Develops and promotes leadership among staff for inquiry, experimentation and innovation, and initiating and implementing improvement (10j)
L.SI.17	Collaboratively develops, implements, and regularly reviews a comprehensive school improvement plan, that includes a spiritual master plan, aligned with evidenced-based practices and the organization's philosophy, mission, vision, and core values
L.SI.18	Collaboratively develops effective schoolwide improvement action plans as a part of the comprehensive school improvement plan

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