

**U. S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION
OFFICE OF APPRENTICESHIP**

APPRENTICEABILITY REQUEST FORM

Occupation Title: K-12 Principal

O*NET-SOC CODE:

- 11-9032.00: Education Administrators, Kindergarten through Secondary

SVP: 8 Proposed Term: Over 4 years up to and including 10 years

Is this occupation part of a recognized apprenticeable occupation? Yes No

Although the occupation of a K-12 principal is new, it is within the educator industry of which the K-12 teacher occupation was approved in November 2021. Therefore, this is the next area of growth for advancement opportunities for aspiring school leaders who first serve as teachers.

If yes, how is separate apprenticeability recognition justified?

Potential Sponsor (name, address, contact person and e mail):

The lead sponsor for this request is:

North Dakota Department of Public Instruction
600 E Boulevard Ave # 201
Bismarck, ND 58505

Contact: Laurie Matzke (Assistant State Superintendent of NDDPI on behalf of State Superintendent Kirsten Baesler)
Email: REMOVED

This is being co-sponsored by:

National Center for Grow Your Own (NCGYO)
David Donaldson – Founder and Managing Partner

The National Center for Grow Your Own (NCGYO) was founded by David Donaldson. He was the lead author on the K-12 teacher occupation application during his time as the Chief of Human Capital at the Tennessee Department of Education. Donaldson is the lead author on this principal occupation application supporting the leadership of the North Dakota Department of Public Instruction.

NCGYO also leads the National Registered Apprenticeship in Teaching Network which was grown to 16 states for which North Dakota is a member. NCGYO has also been listed as a

resource by the U.S. Department of Labor to provide support for those interested in pursuing registered apprenticeships in teaching.

Council of Chief State School Officers (CCSSO)
Carissa Moffat Miller – CEO of CCSSO
Contact is via her Chief of Staff, Melissa McGrath: REMOVED

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education and the five U.S. extra-state jurisdictions.

Also, CCSSO provided one of the original letters of support for the K-12 teacher occupation that was approved by the U.S. Department of Labor.

Estimated number of apprentices to be trained by this sponsor:

Numbers for North Dakota include:

- Year 1: 25-50
- Year 2: 50-100
- Year 3: 100-200

Nationally, these numbers, similar to the teacher occupation, will grow exponentially once the occupation is approved by the U.S. DOL. Initial estimates predict 3,000-5,000 new K-12 principal apprentices per year within 3-5 years of approval.

Proposed ratio (apprentices to journeyworkers): 1:1

Estimated number of workers in this occupation Nation-wide: There are 90,850 public school principals in the U.S., according to 2017-18 numbers from NCES.

Estimated number of employers using this occupation Nation-wide: 16,000+ local education agencies (aka school districts)

Union involved, if any (name, address, and contact person):

North Dakota United
301 North 4th Street
Bismarck, ND 58501
President: Nick Archuleta
Executive Director: Chad Oban

North Dakota United is the state's largest and most effective professional association of public educators and employees with more than 11,500 public workers across the state of North Dakota. Additionally, North Dakota United is affiliated with over 4.7 million combined members of our two national affiliates, the **National Education Association (NEA)** and the **American Federation of Teachers (AFT)**. Adapted from: [About – ND United](#).

North Dakota Council of Educational Leaders
318 W Apollo Avenue
Bismarck, ND 58503
Executive Director: Dr. Aimee Copas

“The North Dakota Council of Educational Leaders is the state professional association devoted exclusively to protecting educational leaders' interests and making their interests known in all educational matters in North Dakota. It is composed of ten associations (see State Affiliates) that include superintendents, secondary principals, elementary principals, county superintendents, special education directors, vocational education directors, school business officials, athletic directors, technical directors, and regional education agency directors.” Source: [About NDCEL | North Dakota Council of Educational Leaders](#)

Does this union support apprenticeability of this occupation? Yes No

National employer association involved, if any (name, address, and contact person):

National Association of Secondary School Principals (NASSP)
1904 Association Drive, Reston, VA 20191-1537
Executive Director:
Director of External Relations:

National Association of Elementary School Principals (NAESP)
1615 Duke Street, Alexandria, VA 22314
Executive Director: L. Earl Franks
Current President: Principal Dave Steckler

Council of Chief State School Officers (CCSSO)
One Massachusetts Avenue, NW · Suite 800 Washington, DC 20001
CEO: Carissa Moffat Miller
Contact is via her Chief of Staff, Melissa McGrath: REMOVED

National Center for Grow Your Own
460 Parkview Drive, Plymouth, MI 48170
Founder and Managing Partner: David Donaldson

Does this association support apprenticeability of this occupation? Yes No

Does the sponsor have a history of utilizing formalized training? Yes No
If so in which occupation?

The North Dakota Department of Public Instruction has a strong history of formalized training, specifically within the K-12 teacher occupation. The North Dakota Department of

Public Instruction (NDDPI) serves as a sponsor for a U.S. Department of Labor approved registered apprenticeship for the K-12 teacher occupation based on its successful Grow Your Own educator program to address critical shortage areas specifically in rural areas. Last year, NDDPI received approval of its program from U.S. DOL North Dakota state director, Barry Dutton.

NDDPI in partnership with the North Dakota Education Standards and Practices Board (NDESPB) supports state approved institutes of higher education and educator preparation providers to train aspiring apprentices under the K-12 teacher occupation and is proposing to do the same for aspiring apprentices under a K-12 principal occupation upon approval by the U.S. Department of Labor.

NDDPI and NDESPB are well versed in various modalities and competency structures for the preparation of apprentices. The NDESPB works to issue licenses efficiently to North Dakota educators in accordance with legislative codes and state board rules and regulations and policies. The NDESPB is responsible for the issuance of all North Dakota educator licenses and approval of educator preparation programs. The NDDPI oversees all K-12 school district employers and has financially supported the related instruction provider costs of apprentices for the K-12 teacher occupation and will intend to do the same for K-12 principal occupation apprentices upon approval by the U.S. DOL.

North Dakota ensures all educator preparation programs are aligned to national InTASC, CAEP and Model Code of Ethics for Educators standards. NDESPB ensures accreditation of North Dakota's educator preparation providers as part of its state approved review and reporting process.

Has this sponsor previously recognized and undertaken formalized training in this occupation? Yes No.

If yes, when, and for what term of training?

Credentialing school leaders in North Dakota is the responsibility of the NDDPI Office of School Approval & Opportunity. The NDDPI processes several types and levels of Principal Credentials:

- Level I Elementary, Secondary, and K-12 Principal Credentials
- Provisional Elementary, Secondary, and K-12 Principal Credentials
- Elementary, Secondary, and K-12 Principal Credential Renewals

While each credential level has its own set of requirements, NDDPI has an online application process for all Principal Credentials. The online credential applications can be accessed on [NDTeach](#).

The NDDPI issues three types of Level I Professional Principal Credentials:

- The Elementary Principal Credential (for individuals serving grade levels K-8).
- The Secondary Principal Credential (for individuals serving grade levels 5-12).
- The K-12 Principal Credential.

*Please note that an internship is required at BOTH the elementary and secondary grade levels for individuals to be eligible for the K-12 Principal Credential.

In North Dakota, Level I Professional Principal Credential applicants must fulfill the following requirements:

- At least three years of teaching or administrative experience at the grade levels applicable.
- A Master's degree in Educational Administration or another field certifiable by the Education Standards and Practices Board with course preparation aligned to the following standards:
 - Mission, vision, and improvement.
 - Ethics and professional norms.
 - Equity, inclusiveness, and cultural responsiveness.
 - Learning and instruction.
 - Operations and management
 - Building professional capacity.
 - Internship specific to the grade levels of the credential being applied for (Elementary, Secondary, K-12).

The NDDPI has partnered with several universities in our area and online to create a [coursework alignment worksheet](#). This worksheet helps applicants in coursework planning and ensuring all content requirements are met.

*For individuals who hold a Master's degree in another certifiable education field (special education, school counseling, etc.), a full Master's degree in Education Leadership is *not* required. Individuals falling into this category will only need to complete coursework in the content areas outlined above.

Source: [ND.gov](#)

Briefly describe the occupation (job description) -- what the worker does, how it is performed, and the skills involved:

Job Summary:

The School Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.

Supervisory Responsibilities:

- Oversees the daily management of the school and office.

- Oversees educators in the school, providing periodic observations and evaluations that are timely and constructive and completed based on the timetables set by the school district.
- Offers additional training and guidance as necessary based on evaluations of professional staff.
- Hires all faculty and staff for the school and presides over hearings that may be necessary to dismiss a staff member.
- Oversees, hires, and evaluates the performance of clerical, janitorial, and cafeteria staff.

Duties/Responsibilities:

- Ensures a productive learning environment through continual collaboration with teachers, students, and parents.
- Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students.
- Enforces disciplinary policies and procedures with students.
- Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues.
- Maintains competency and student academic achievement as prescribed by the school board.
- Presides over staff meetings.
- Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management.
- Ensures that necessary maintenance and repairs to the school property are performed.
- Coordinates staff development for faculty and staff; provides instruction if needed.
- Oversees the allocation of supplies and equipment.
- Oversees and implements the school budget, approving new programs and expenditures as appropriate.
- Represents the school in community activities and meetings.
- Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders.
- Acts as liaison between the district and the school; communicates needs and information to both sides.
- Collaborates with other principals and educators throughout the district to choose and develop curriculum and textbooks that align with local, state, and national standards.
- Performs other related duties as assigned.

Required Skills/Abilities:

- Excellent written and verbal communication skills.
- Excellent supervisory and leadership skills.
- Excellent interpersonal skills with the proven ability to professionally and effectively communicate with educators, parents, and community leaders.
- Excellent organizational skills and attention to detail.

- Extremely effective administration of multifaceted operations.
- Thorough understanding of applicable local, state, and federal educational laws, regulations, policies, and requirements.
- Thorough understanding of instructional methodology.
- Knowledge of best practices in education and educational administration.
- Ability to identify and solve problems.
- Creative thinking skills.
- Ability to create, understand, and implement budgets and budgeting practices.
- Proficient with Microsoft Office Suite or related software.

Education and Experience:

- Masters in Education and School Administrator License required.
- At least five years of teaching experience required.

Physical Requirements:

- Prolonged periods sitting at a desk and working on a computer.
- Must be able to lift up to 15 pounds at times.
- Must be able to access and navigate all areas of the school and other facilities as needed.

Source: SHRM.org

Additional comments in support of apprenticeability of this occupation:

“According to the Institute for Education Statistics, one in five principals working in schools in the 2011-12 school year left their school by the 2012-13 school year. Additional research shows that one out of every two principals is not retained beyond their third year of leading a school. School leaders who are retiring, transferring schools, or pursuing new opportunities within the education sector are not being replaced by enough qualified candidates. As a result, many school districts across the country report principal vacancies and a serious lack of qualified applicants to replace them.

The demand for employment of elementary, middle, and high school principals will grow 6 percent nationwide by the year 2022 due to population increases. This surge in demand will increase the financial burden on districts since the cost to recruit, hire, prepare, mentor, and continue training principals can cost school districts between \$36,850 and \$303,000, with typical urban school districts spending \$75,000 per principal. Many school districts across the country are facing a teacher and principal shortage that requires immediate attention and careful long-term planning.” Source:

<https://www.nassp.org/principal-shortage/>

“The National Association of Secondary School Principals (NASSP) has released an [alarming report](#) based on their national survey of secondary school principals, the results of which indicate a looming exodus of principals from preK-12 schools. A staggering **4 out of 10 principals surveyed expect to leave the profession in the next three years**, and the pandemic and increased political tensions are among the factors they cite for accelerating this decision.

“It’s going to shock the education system,” says Aman Dhanda, chief engagement officer at NASSP says of the findings. But she also noted that, while alarming, the results of the survey were not surprising.

The consequences of the loss of experienced principals cannot be understated. [Recent research](#) tells us that principals are even more important than previously believed. Besides their strong impact on student achievement, effective principals also have positive impacts on teacher satisfaction and retention.

[A new report](#) from NAESP’s *Leaders We Need Now* series suggests that the role of the principal has evolved significantly over the past two years, but no corresponding support has followed. This has resulted in a triage effect where principals put important responsibilities, such as equity and school improvement, on the back burner in favor of more immediately pressing tasks like COVID tracing.

Dhanda, too, encourages school districts to invest in the long-term health of their principal pipelines by preparing their school leaders of tomorrow and training their principals today. She points to Atlanta Public Schools as one district that is already addressing this issue by investing in salary increases and staff retention bonuses to attract and retain leaders. District leaders also plan to convene educators on the topic of mental well-being—for students and for the adults in the building too.” Source: [Andrea Ruggirello](#) of the Wallace Foundation (<https://www.wallacefoundation.org/news-and-media/blog/pages/new-research-points-to-a-looming-principal-shortage.aspx>)

“One out of two school leaders say their stress level is so high that they are considering a career change or retirement, a new survey of principals shows – the latest damning statistic to bolster the projected exodus from the K-12 space as a third year of pandemic learning gets underway.

According to the [survey](#), released by the National Association of Secondary School Principals, 38% of middle and high school principals are planning to leave in the next three years, 24% are planning to leave in the next two to three years and 14% are planning to leave within a year.” Source: Lauren Camera of US News (<https://www.usnews.com/news/education-news/articles/2022-08-17/half-of-principals-eyeing-career-change-survey>)

*Attach an outline of the work processes in which the apprentices will receive training, showing the approximate time to be spent in each major process. If the occupation is going to be hybrid or competency-based it must meet the requirements of Circular 2016-01.

*Attach an outline of the recommended related instruction including the estimated hours per subject per year.

*Attach a list of employer and/or labor organizations that support apprenticeability of this occupation.

**WORK PROCESS SCHEDULE
RELATED INSTRUCTION OUTLINE**

1. Occupation Title: K-12 Principal
2. O*NET-SOC CODE: 11-9032.00
3. RAPIDS CODE: **INSERT NDDPI RAPIDS CODE**
4. Occupational Description:
(List skills and major duties)

Job Summary:

The School Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.

Supervisory Responsibilities:

- Oversees the daily management of the school and office.
- Oversees educators in the school, providing periodic observations and evaluations that are timely and constructive and completed based on the timetables set by the school district.
- Offers additional training and guidance as necessary based on evaluations of professional staff.
- Hires all faculty and staff for the school and presides over hearings that may be necessary to dismiss a staff member.
- Oversees, hires, and evaluates the performance of clerical, janitorial, and cafeteria staff.

Duties/Responsibilities:

- Ensures a productive learning environment through continual collaboration with teachers, students, and parents.
- Facilitates opportunities to connect with students by being present and available during arrival and dismissal, by appearing at school functions, and by meeting with students.
- Enforces disciplinary policies and procedures with students.
- Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues.
- Maintains competency and student academic achievement as prescribed by the school board.

- Presides over staff meetings.
- Ensures completion of routine and required paperwork including attendance reports, test results, and licensing information for students, educators, staff, and school management.
- Ensures that necessary maintenance and repairs to the school property are performed.
- Coordinates staff development for faculty and staff; provides instruction if needed.
- Oversees the allocation of supplies and equipment.
- Oversees and implements the school budget, approving new programs and expenditures as appropriate.
- Represents the school in community activities and meetings.
- Interacts with various stakeholders to foster a positive relationship between the school and community including the PTA, community organizations, and leaders.
- Acts as liaison between the district and the school; communicates needs and information to both sides.
- Collaborates with other principals and educators throughout the district to choose and develop curriculum and textbooks that align with local, state, and national standards.
- Performs other related duties as assigned.

Required Skills/Abilities:

- Excellent written and verbal communication skills.
- Excellent supervisory and leadership skills.
- Excellent interpersonal skills with the proven ability to professionally and effectively communicate with educators, parents, and community leaders.
- Excellent organizational skills and attention to detail.
- Extremely effective administration of multifaceted operations.
- Thorough understanding of applicable local, state, and federal educational laws, regulations, policies, and requirements.
- Thorough understanding of instructional methodology.
- Knowledge of best practices in education and educational administration.
- Ability to identify and solve problems.
- Creative thinking skills.
- Ability to create, understand, and implement budgets and budgeting practices.
- Proficient with Microsoft Office Suite or related software.

Education and Experience:

- Masters in Education and School Administrator License required.
- At least five years of teaching experience required.

Physical Requirements:

- Prolonged periods sitting at a desk and working on a computer.
- Must be able to lift up to 15 pounds at times.
- Must be able to access and navigate all areas of the school and other facilities as needed.

Source: SHRM.org

5. **Term:** (Hours, months, or years) The proposal is for a competency-based program. A minimum of 1 year of on-the-job training of 2,000 hours. A principal apprentice must complete their related instruction resulting in a master's degree in education/school leadership from an institute of higher education that is approved as an educator preparation provider.
6. **On-The-Job-Learning Outline:** (List work processes and approximate time to be spent in each major process)

The apprenticeship program is designed to follow the competencies and standards produced by the National Policy Board for Educational Administration. These standards are under Copyright © 2015 by the National Policy Board for Educational Administration (NPBEA) All rights reserved.

Member organizations of the National Policy Board for Educational Administration include:

- **American Association of Colleges of Teacher Education (AACTE)**
- **American Association of School Administrators (AASA)**
- **Council for the Accreditation of Educator Preparation (CAEP)**
- **Council of Chief State School Officers (CCSSO)**
- **National Association of Elementary School Principals (NAESP)**
- **National Association of Secondary School Principals (NASSP)**
- **National Council of Professors of Educational Administration (NCPEA)**
- **National School Boards Association (NSBA)**
- **University Council for Educational Administration (UCEA)**

Work Processes	Hours
Standard 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	100
Standard 2. Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	100
Standard 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	100
Standard 4. Curriculum, Instruction, and Assessment	300

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	
Standard 5. Community of Care and Support for Students	100
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	
Standard 6. Professional Capacity of School Personnel	200
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	
Standard 7. Professional Community for Teachers and Staff	100
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	
Standard 8. Meaningful Engagement of Families and Community	200
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	
Standard 9. Operations and Management	400
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	
Standard 10. School Improvement	400
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	
Total	2000

7. **Related Instruction:**

(List recommended subjects and estimated hours per subject per year – recommended minimum, 144 hours per year)

The related instruction for this occupation will progress the individual through the requirements of obtaining a **master's degree in education/school leadership**. Before moving into to a full-time teacher K-12 principal position, the apprentice will have **obtained a master's degree from an accredited institution and complete**

all state required certifications/licensure requirements.

Total hours: 450 (30 credit hours)

Example of a K-12 Leadership Program of Study Required for K-12 Principal from University of North Dakota's School of Education

Code	Title	Credits
EDL 512	Leading K-12 Classroom Assessment and Grading	3
EDL 513	Leading K-12 Curriculum and Instruction	3
T&L 532	Leading K-12 Educator Learning	3
T&L 569	Action Research	3
or		
T&L 579	Inquiry into Professional Practice	3
EDL 997	Independent Study	2
or		
T&L 997	Independent Study	2
EDL 501	Leadership and Organizational Behavior	3
EDL 514	Supervision and Staff Development	3
EDL 519	Principalship	3
EDL 593	Internship in Educational Leadership	4
EFR 506	Multicultural Education	3
TOTAL CREDITS:		30

*Each credit is the equivalent of 15 hours, thus the 144 hours per year is eclipsed with a total of **450 hours**

Just as we used an example from a specific North Dakota Institute of Higher Education, please find below a coursework alignment from the North Dakota Department of Public Instruction to show how multiple IHEs current course offerings align to the following standards to meet the North Dakota, Level I Professional Principal Credential:

Elementary and Secondary Principal Credential Coursework Alignment

DPI REQUIRED CONTENT AREAS (NELP)	NDSU Fargo	UND Grand Forks	U Mary Bismarck	MSU Moorhead	Montana State University Bozeman MT	Concordia Univ St. Paul	USD Vermillion Vermillion SD	University of Phoenix	Grand Canyon University
Mission, Vision, and Improvement	EDUC 730	EDL 501	EDU 665 or 805	ED 630	EDLD 507	ED 550	EDAD 742	ADMIN 518 or ADM/512	EAD 501
Ethics and Professional Norms	EDUC 731	EDL 515	EDU 531 or 915	ED 635	EDLD 532	ED 508	EDAD 740 EDAD 701 EDAD 794	ADM/516	EAD 530
Equity, Inclusiveness, and Cultural Responsiveness	EDUC 736	EDL 501	EDU 567	ED 631	EDLD 520	ED 507	EDAD 710	ADMIN/570	EAD 505
Learning and Instruction	EDUC 732	EDL 513	EDU 641 or 870	ED 632	EDLD 565	ED 554	EDAD 716	ADMIN/524 or CUR/506 or EDUC/522	EAD 520
Community and External Leadership	EDUC 712	EDL 501, 519	EDU 642	ED794	EDLD 565	ED 502	EDAD 740	ADMIN 575	EAD 513
Operations and Management	EDUC 738	EDL 519	EDU 632 AND EDU 634 or 840	ED 636	EDLD 555	ED 557	EDAD 794	ADMIN/536	EAD 510
Building Professional Capacity (supervision)	EDUC 735	EDL 514	EDU 527 AND EDU 545	ED 640 and ED644	EDLD 508	EDL 556	EDAD 714	ADMIN 560 or ADM/511	EAD 523
Internship	EDUC 794	EDL 593	EDU 692 0r EDU 693/990	ED794	EDLD 574	ED 590/ED 521	EDAD 794		EAD 519/529/539

8. Competencies list: (If applicable)

(Functions in which apprentices must demonstrate proficiency)

Apprenticeship OJT Competencies

The below on-the-job-learning (OJL) work process competencies are intended as a guide. In all cases, the apprentice is to receive sufficient experience to make them fully proficient in all areas. In addition, the apprentice will perform training and task under the supervision of a mentor.

Ratings are:

Field Training – Apprentice is exposed to and assist with task

Demonstrates Fundamentals – Apprentice can perform the task with some coaching.

Proficient in Task – Apprentice performs task properly and consistently.

Completion Date – Date apprentice completes final demonstration of competency.

Mentor Sign off – Signature of mentor/supervisor who observes proficiency

Apprentices must meet to be “proficient in task” in each category, before completing the apprenticeship.

	Place a check mark in the box when completed				
Standard 1. Mission, Vision, and Core Values	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Mentor Sign off
a) Develop an educational mission for the school to promote the academic success and well-being of each student.					
b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.					
c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.					
d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.					
e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and					

situations of students.					
f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.					
g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.					

Standard 2. Ethics and Professional Norms	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership.					
b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.					
c) Place children at the center of education and accept responsibility for each student's academic success and well-being.					
d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and					

diversity.					
e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.					
f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.					

Standard 3. Equity and Cultural Responsiveness	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.					
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.					
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.					
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.					
e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and					

low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.					
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.					
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.					
h) Address matters of equity and cultural responsiveness in all aspects of leadership.					

Standard 4. Curriculum, Instruction and Assessment	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.					
b) Align and focus 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.					
c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.					
d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.					
e) Promote the effective use of technology in the service of teaching and learning.					
f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.					
g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.					

Standard 5. Community of Care and Support for Students	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.					

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.					
c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.					
d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.					
e) Cultivate and reinforce student engagement in school and positive student conduct.					
f) Infuse the school's learning environment with the cultures and languages of the school's community.					

Standard 6. Professional Capacity of School Personnel	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective					

faculty.					
b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.					
c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.					
d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.					
e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.					
f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.					
g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school					

community.					
h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.					
i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.					

Standard 7. Professional Community for Teachers and Staff	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.					
b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.					
c) Establish and sustain 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 efficacy, and continuous individual and organizational learning and improvement.					
d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.					
e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.					
f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.					
g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.					
h) Encourage faculty-initiated improvement of programs and practices.					

Standard 8. Meaningful Engagement of Families and Community	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Are approachable, accessible, and welcoming to families and members of the community.					

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.					
c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.					
d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.					
e) Create means for the school community to partner with families to support student learning in and out of school.					
f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.					
g) Develop and provide the school as a resource for families and the community.					
h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.					
i) Advocate publicly for the					

needs and priorities of students, families, and the community.					
j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.					

Standard 9. Operations and Management	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.					
b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.					
c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.					
d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting					

practices.					
e) Protect teachers' and other staff members' work and learning from disruption.					
f) Employ technology to improve the quality and efficiency of operations and management.					
g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.					
h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.					
i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.					
j) Develop and manage productive relationships with the central office and school board.					
k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.					
l) Manage governance processes and internal and external politics toward achieving the school's					

mission and vision.					
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Standard 10. School Improvement	Field Training	Demonstrates Fundamentals	Proficient in Task	Completion Date	Signature
a) Seek to make school more effective for each student, teachers and staff, families, and the community.					
b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.					
c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.					
d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.					
e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.					
f) Assess and develop the					

<p>capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.</p>					
<p>g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.</p>					
<p>h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.</p>					
<p>i) Manage 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.</p>					
<p>j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</p>					