

Alabama Standards for Instructional Leaders

Standard 1

Planning for Continuous Improvement

- Knowledge to lead the articulation, development, and implementation of a shared vision for the school that places student and faculty learning at the center
- Ability to lead and motivate staff, students, and families to achieve the school's vision
- Knowledge to align instructional objectives and curricular goals with the shared vision
- Ability to interact with the community concerning the school's vision, mission, and priorities
- Ability to use a variety of problem-solving techniques and decision-making skills to resolve problems
- Ability to delegate tasks clearly and appropriately to accomplish organizational goals
- Ability to focus upon student learning as a driving force for curriculum, instruction, and institutional decision-making
- Knowledge to create a school leadership team that is skillful in using data
- Ability to use multiple sources of data to manage the accountability process
- Ability to use external resources as sources for ideas for improving student achievement

Standard 2

Teaching and Learning

- Knowledge to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision
- Ability to use multiple sources of data to plan and assess instructional improvement
- Ability to engage staff in ongoing study and implementation of research-based practices
- Ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions
- Ability to communicate high expectations and standards for the academic and social development of students
- Ability to ensure that content and instruction are aligned with high standards resulting in improved student achievement
- Ability to coach staff and teachers on the evaluation of student performance
- Ability to identify differentiated instructional strategies to meet the needs of a variety of student populations
- Knowledge to collaborate with community, staff, district, state, and university personnel to develop the instructional program

- Knowledge to align curriculum, instructional practices, and assessments to district, state, and national standards
- Ability to use multiple sources of data to manage the accountability process
- Ability to assess student progress using a variety of formal and informal assessments
- Ability to monitor and assess instructional programs, activities, and materials
- Ability to use the methods and principles of program evaluation in the school improvement process

Standard 3

Human Resources Development

- Knowledge to set high expectations and standards for the performance of all teachers and staff
- Ability to coach staff and teachers on the evaluation of student performances
- Ability to work collaboratively with teachers to plan for individual professional development
- Ability to use a variety of supervisory models to improve teaching and learning
- Ability to apply adult learning strategies to professional development
- Knowledge to use the accepted methods and principles of personnel evaluation
- Knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures
- Ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff
- Ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals
- Knowledge to hire and retain high-quality teachers and staff
- Ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning
- Ability to provide opportunities for teachers to reflect, plan, and work collaboratively
- Ability to create a community of learners among faculty and staff
- Ability to create a personal professional development plan for his/her own continuous improvement
- Ability to foster development of aspiring leaders, including teacher leaders

Standard 4

Diversity

- Knowledge to involve school community in appropriate diversity policy implementations, program planning, and assessment efforts
- Ability to conform to legal and ethical standards related to diversity

- Ability to perceive the needs and concerns of others and is able to deal tactfully with them
- Knowledge to handle crisis communications in both oral and written form
- Ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations
- Knowledge to recruit, hire, develop, and retain a diverse staff
- Knowledge to represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community
- Knowledge to recognize and respond effectively to multicultural and ethnic needs in the organization and the community
- Ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation
- Ability to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation

Standard 5

Community and Stakeholder Relationships

- Ability to address student and family conditions affecting learning
- Ability to identify community leaders and their relationships to school goals and programs
- Ability to communicate the school's vision, mission, and priorities to the community
- Knowledge to serve as primary school spokesperson in the community
- Ability to share leadership and decision-making with others by gathering input
- Ability to seek resources of families, business, and community members in support of the school's goals
- Ability to develop partnerships, coalitions, and networks to impact student achievement
- Ability to actively engage the community to share responsibility for student and school success
- Ability to involve family and community in appropriate policy implementation, program planning, and assessment efforts
- Knowledge to make parents partners in their student's education

Standard 6

Technology

- Ability to implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment
- Ability to develop a plan for technology integration for the school community

- Knowledge to discover practical approaches for developing and implementing successful technology planning
- Ability to model the use of technology for personal and professional productivity
- Ability to develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices
- Ability to promote the effective integration of technology throughout the teaching and learning environment
- Knowledge to increase access to educational technologies for the school
- Ability to provide support for teachers to increase the use of technology already in the school/classrooms
- Ability to use technology to support the analysis and use of student assessment data

Standard 7

Management of the Learning Organization

- Knowledge to develop and administer policies that provide a safe school environment
- Ability to apply operational plans and processes to accomplish strategic goals
- Ability to attend to student learning goals in the daily operation of the school
- Knowledge to identify and analyze the major sources of fiscal and no fiscal resources for the school including business and community resources
- Knowledge to build and ability to support a culture of learning at the school
- Knowledge to manage financial and material assets and capital goods and services in order to allocate resources according to school priorities
- Knowledge to use an efficient budget planning process that involves staff and community
- Ability to identify and organize resources to achieve curricular and instructional goals
- Ability to develop techniques and organizational skills necessary to lead/manage a complex and diverse organization
- Ability to plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals
- Ability to use goals to manage activities
- Knowledge to create and ability to empower a school leadership team that shares responsibility for the management of the learning organization

Standard 8

Ethics

- Knowledge and ability to adhere to a professional code of ethics and values
- Knowledge and ability to make decisions based on the legal, moral, and ethical implications of policy options and political strategies
- Knowledge and ability to develop well-reasoned educational beliefs based upon an understanding of teaching and learning
- Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment
- Knowledge and ability to develop a personal code of ethics embracing diversity, integrity, and the dignity of all people
- Knowledge and ability to act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
- Ability to make decisions within an ethical context