# Oregon Educational Leadership/Administrator Standards

Oregon's educational leadership/administrator standards embed cultural competency and equitable practice in each standard. These standards guide administrative preparation, licensure and job performance. Oregon's educational leadership/administrator standards align with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) 2009 standards for Educational Leadership.

Oregon was very explicit and intentional about highlighting the importance of cultural competency and equitable practices in the administrator standards. See link below for accessing Performance Standards and Indicators for Education Leaders (ISLLC-Based Models): http://www.ccsso.org/Documents/2008/Peformance_Indicators_2008.pdf

The six domains for administrator professional practice:
- Setting widely shared vision for learning
- Developing a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to, and influencing the political, social, legal, and cultural context

*The Educational Leadership/Administrator Standards include:*

**Standard #1: Visionary Leadership**
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.
Educational Leaders:
a) Collaboratively develop and implement a shared vision and mission;
b) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
c) Create and implement plans to achieve goals;
d) Promote continuous and sustainable improvement; and
e) Monitor and evaluate progress and revise plans.

**Standard #2: Instructional Improvement**
An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth. Educational Leaders:
a) Nurture and sustain a culture of collaboration, trust, learning and high expectations;
b) Create a comprehensive, rigorous and coherent curricular program;
c) Create a personalized and motivating learning environment for students;
d) Supervise and support instruction;
e) Develop assessment and accountability systems to monitor student progress;
f) Develop the instructional and leadership capacity of staff;
g) Maximize time spent on quality instruction;
h) Promote the use of the most effective and appropriate technologies to support teaching and learning; and
i) Monitor and evaluate the impact of instruction.

### Standard #3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Educational Leaders:

a) Monitor and evaluate the management and operational systems;

b) Obtain, allocate, align and efficiently use human, fiscal and technological resources;

c) Promote and protect the welfare and safety of students and staff;

d) Develop the capacity for adaptive leadership; and

e) Ensure teacher and organizational time is focused to support quality instruction and student learning.

### Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Educational Leaders:

a) Collect and analyze data pertinent to equitable outcomes;

b) Understand and integrate the community's diverse cultural, social and intellectual resources;

c) Build and sustain positive relationships with families and caregivers; and

d) Build and sustain productive relationships with community partners.

### Standard #5: Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Oregon Department of Education, July 27, 2012 18

Educational Leaders:

a) Ensure a system of accountability for every student's academic and social success;

b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;

c) Safeguard the values of democracy, equity and diversity;

d) Evaluate the potential ethical and legal consequences of decision-making; and

e) Promote social justice and ensure that individual student needs inform all aspects of schooling.

### Standard #6: Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Educational Leaders:

a) Advocate for children, families and caregivers;

b) Act to influence local, district, state and national decisions affecting student learning; and

c) Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.