

## Alabama Standards for School Leadership

Pursuant to the mission of having effective school leaders in every school, the Alabama Standards for School Leadership define the nature, quality of work, and expectations that current research and best practices indicate are critical to student learning and other positive school outcomes. The Standards are organized around the 5 Domains of Principal Effectiveness with a series of indicators which elaborate the practices that are necessary to meet the Standard.

### (1) Visionary Leadership.

Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student. An effective school leader:

- a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.
- b) Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.
- c) Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.

### (2) Instructional Leadership.

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students. An effective school leader:

- a) Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.
- b) Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.
- c) Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.
- d) Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.
- e) Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.
- f) Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.

## **(3) Managerial and Operational Leadership.**

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community. An effective school leader:

- a) Provides and oversees a functional, safe, and clean facility and campus.
- b) Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.
- c) Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.
- d) Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.
- e) Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.
- f) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- g) Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.

## **(4) Relational Leadership.**

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community. An effective school leader:

- a) Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.
- b) Advocates for the welfare of all students.
- c) Establishes positive and supportive relationships with all students.
- d) Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.
- e) Ensures a collaborative culture of professionalism and respect among staff.
- f) Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.
- g) Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.
- h) Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.

**(5) Innovative Leadership.**

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change. An effective school leader:

- a) Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.
- b) Engages in a professional network of peers and mentors as a means for growth.
- c) Demonstrates a commitment to reflective practices and ongoing growth and development.
- d) Seeks and utilizes feedback to improve performance.
- e) Maintains a focus on high priorities related to academic achievement and school climate.
- f) Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.