



Essential Element 5: Educational Leadership

Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and partnerships.

Every young adolescent should be educated in schools that have knowledgeable, effective, and caring leaders.

Standards-focused middle-level schools and programs need purposeful leadership if they are to develop and prosper.

Those in positions of leadership must:

- 5.1** Know and understand the needs and developmental characteristics of young adolescents.
- 5.2** Know and understand the essential elements of a standards-focused, high performing middle-level school or middle-level program.
- 5.3** Know and understand each of the 28 learning standards and how they interrelate.
- 5.4** Know and understand the State's assessment system.
- 5.5** Have an understanding of the subject matter in the middle grades and its interconnections, of different approaches to student learning, and of diverse teaching strategies.
- 5.6** Create, promote, and sustain a school culture of mutual support and collective responsibility for the educational and personal development of each and every young adolescent.
- 5.7** Articulate and maintain high standards for classroom instruction and student performance.
- 5.8** Have high expectations for students and staff.
- 5.9** Know a range of successful, research-based teaching techniques that are developmentally and cognitively appropriate, matching instruction to the students' varied learning styles and different intelligences.
- 5.10** Involve staff and others in the operation of the school or program, empowering and encouraging them to contribute and to make decisions that benefit students.
- 5.11** Provide students with opportunities to assume significant and meaningful leadership roles in the school.
- 5.12** Support and encourage teachers, individually and collectively, to take risks, to explore, to try new instructional approaches, to continue as learners, and to grow.
- 5.13** Promote and facilitate inter-school cooperation, collaboration, and communication with feeder elementary schools and receiving high schools.
- 5.14** Inform and involve parents of middle-level students in their children's education by helping them understand the needs and developmental characteristics of young adolescents, the learning standards their children must meet, the instructional program, their children's progress, and how to help their children at home with schoolwork, school decisions, and successful development through adolescence.
- 5.15** Promote school/community partnerships and involve members of the community in school activities and initiatives, empowering and encouraging them to contribute and make decisions that benefit students.

5. Strong educational leadership and a building administration that encourages, facilitates, and sustains involvement, participation, and partnerships.				
Criteria	1	2	3	4
<i>5.a The degree to which the educational leadership and building administration know and understand the Learning Standards and how they interrelate</i>	The educational leadership and building administration operate with a lack of regard for the Standards.	The educational leadership and building administration explicitly promote a limited set of Standards (e.g. ELA, math) and/or promote the Standards with those staff who are “directly responsible” for teaching to them.	The educational leadership and building administration promote the integration of all 28 Learning Standards into other curricular areas.	The educational leadership and building administration promote and advocate the integration of the Standards into other curriculum areas, make reference to the Standards in classroom observation, actively promote cross-curricular reference to the Standards and provides schedules to support such integration.
<i>5.b The degree to which the educational leadership and building administration know and understand the Essential Elements of a standards-focused, high performing middle-level school or middle-level program</i>	The educational leadership and building administration operate with apparent disregard for the Essential Elements.	The educational leadership and building administration share and discuss the Essential Elements with faculty and community but lack implementation strategies.	The educational leadership and building administration are purposefully engaged in implementing the Essential Elements.	The educational leadership and building administration promote a culture that reflects the Essential Elements using them to continually self-assess, monitor progress, and make sound program decisions. The Essential Elements are used to provide a direction for continuous improvement.

Comments:

5. Strong educational leadership and a building administration that encourages, facilitates, and sustains involvement, participation, and partnerships (con't).				
Criteria	1	2	3	4
<p>5.c The degree to which the educational leadership and building administration have an understanding of the subject matter in the middle grades and of the interconnections of different approaches to student learning and diverse teaching strategies</p>	<p>i. The educational leadership and building administration know about the key concepts and skill areas of all of the curricular areas.</p> <p>ii. The educational leadership and building administration know and can use a limited base of instructional strategies.</p> <p>iii. The educational leadership and building administration possess a superficial and limited knowledge base of teaching strategies that are developmentally appropriate but cannot match these techniques to students' varied learning styles and intelligences.</p>	<p>i. The educational leadership and building administration understand the key concepts and skill areas of all of the curricular areas.</p> <p>ii. The educational leadership and building administration recognize that students have different learning styles and seeks to have teachers utilize instructional strategies that are developmentally appropriate.</p> <p>iii. The educational leadership and building administration possess a knowledge base of a few teaching strategies that are developmentally and cognitively appropriate and can match these techniques to students' varied learning styles and intelligences on a limited basis.</p>	<p>i. The educational leadership and building administration understand the conceptual connections between and among the various curricular areas.</p> <p>ii. The educational leadership and building administration use their understanding and appreciation for multiple learning styles to promote research based best practices among teachers.</p> <p>iii. The educational leadership and building administration possess a strong knowledge base of successful teaching strategies. They can align that understanding with a range of successful research based instructional strategies that are cognitively and developmentally appropriate for meeting the needs of diverse learners.</p>	<p>i. The educational leadership and building administration promote systemic connections between and among the various curricular areas.</p> <p>ii. The educational leadership and building administration lead teachers in the development of lessons and the use of a wide range of research based instructional strategies to meet the learning needs of students.</p> <p>iii. The educational leadership and building administration possess an extensive knowledge base of successful research based teaching strategies that are developmentally and cognitively appropriate, matching instruction to the students' varied learning styles and intelligences.</p>

Comments:

5. Strong educational leadership and a building administration that encourages, facilitates, and sustains involvement, participation, and partnerships (con't).				
Criteria	1	2	3	4
<i>5.d The degree to which the educational leadership and building administration involve staff and others in the operation of the school or program, empowering and encouraging them to contribute and to make decisions that benefit students</i>	The educational leadership and building administration provide autonomous leadership.	The educational leadership and building administration accept input on an informal basis from select stakeholders regarding the operation of the school or the organization.	The educational leadership and building administration provide formal opportunities and processes for involvement of multiple stakeholders in decision-making.	The educational leadership and building administration create and foster a professional culture in which all stakeholders are involved in decision-making.
<i>5.e The degree to which the educational leadership and building administration support and encourage teachers to take risks, to explore, to question, to try new instructional approaches, to continue as learners, and to grow</i>	The educational leadership and building administration do not encourage teachers to experiment with new ideas and accept the current practice as the norm.	The educational leadership and building administration direct the changes in instructional strategies resulting in new instructional approaches with may or may not be sustained.	The educational leadership and building administration support and encourage teachers to engage in innovative practices that relate to specific needs or purposes.	The educational leadership and building administration empower teachers to continually engage in innovative practices that meet the needs of their students and school.

Comments: