

**The North Carolina Standards and Indicators
For Educational Leadership Programs Recommending Entry Level Licensure
For Curriculum Directors and Instructional Supervisors (Level I) ***

Standard 1.0: Graduates are educational leaders who have the knowledge, skills and abilities to promote the success of all students by facilitating the articulation, formation, and dissemination of a school or district vision of learning supported by the school community.

Indicator 1.1: Candidates operationalize the district's vision of learning in ways that demonstrate their understanding of its meaning and implications.

Indicator 1.2: Candidates articulate the district's vision of learning through curricular and supervisory activities that promote the success of all students.

Indicator 1.3: Candidates demonstrate the ability to align curricular materials in ways that communicate effectively with all shareholders the implementation and the realization of the vision.

Standard 2.0: Graduates are educational leaders who have knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.

Indicator 2.1: Candidates demonstrate an understanding of the influence school culture has on the achievement of children and they recommend instructional practices and curricular materials that change the school culture in ways that support the success of all students.

Indicator 2.2: Candidates demonstrate the ability to observe teacher performance using research-based and best practice supervisory models.

Indicator 2.3: Candidates demonstrate the abilities to communicate and implement a variety of instructional strategies that teachers can use to improve student performance.

Indicator 2.4: Candidates demonstrate the abilities to communicate and implement technology as a means to improve student performance.

Indicator 2.5: Candidates assist teachers and other school personnel to promote a school culture that provides a positive learning climate for children of diverse backgrounds.

Standard 3.0: Graduates are educational leaders who have knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Indicator 3.1: Candidates know, can articulate, and follow correct district procedures for the purchase and dissemination of curricular materials.

Indicator 3.2: Candidates assist and contribute to school planning by providing inventory analyses and purchasing expertise for curricular materials in their areas of specialty.

Indicator 3.3: Candidates promote, contribute to, and provide opportunities that prepare educational personnel to use and evaluate the effectiveness of new curricular materials.

Standard 4.0: Graduates are educational leaders who have knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Indicator 4.1: Candidates are able to articulate the curricular program to parents and other interested individuals in the community; this articulation will include program goals, objectives, instructional programs, and assessments.

Indicator 4.2: Candidates apply an adequate knowledge of community relations models, marketing strategies and processes, data-based decision-making, and communication theory to assist school and school district personnel to craft frameworks for school, family, business, community, government, and higher education partnerships which reflect a comprehensive understanding that schools are an integral part of a larger, diverse community.

Indicator 4.3: Candidates assure that curricular materials in their area of specialty represent positive models of diversity (cultural, ethnic, racial, economic, and special interest groups) of the school and the community to improve school programs and meet the diverse needs of all students.

Standard 5.0: Graduates are educational leaders who have knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.

Indicator 5.1: Candidates demonstrate an understanding of ethical and legal issues when dealing with students and school personnel, particularly in the area of following proper procedures for use of student and personnel files.

Indicator 5.2: Candidates treat all individuals with respect and dignity through responsible behavior that enhances the educational and professional growth of others.

Indicator 5.3: Candidates make curricular and leadership decisions based on what is best for students and student achievement.

Standard 6.0: Graduates are educational leaders who have knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Indicator 6.1: Candidates have knowledge of and can demonstrate leadership styles that promote the success of all students by including the larger political, social, economic, legal, and cultural context.

Indicator 6.2: Candidates can articulate to all school personnel the influences that social, economic and cultural forces have on the achievement of all students.

Indicator 6.3: Candidates demonstrate research skills that enable them to collect data and share with all school personnel a variety of variables that influence student achievement.

Standard 7.0: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Indicator 7.1 Candidates complete a full-time internship, or equivalent with appropriate and substantial responsibilities, gradually increasing in amount and complexity with direct, purposeful interaction with school or central office staff, students, parents, and community leaders, that is developed and supervised cooperatively by the institution and school district personnel to accommodate the candidate's individual needs.

Indicator 7.2 Candidates apply the knowledge and skills articulated in the above six standards and any local district standards for educational leaders, in order to receive graduate credit for their intern experience.

*** Standards and Indicators have application only at the district level. The State of North Carolina has no certification for Curriculum Directors and Instructional Supervisors at the building level.**