

## Ohio Standards for Lutheran Principals

### Introduction

Ohio Lutheran schools are in the midst of creating an aligned, standards-based education system in which all of Ohio Lutheran students achieve at the highest levels. Ohio has already adopted academic content standards for students. With the adoption of the Ohio Lutheran Standards for the Teaching Profession, the Ohio Standards for Lutheran Principals and the Ohio Standards for Professional Development in Lutheran Schools, the Lutheran schools of Ohio continue steps towards an aligned, standards-based system in which all students achieve at the highest levels.

The Ohio Standards for Lutheran Principals play an essential role in the Ohio Lutheran standards-based system. Ohio's Lutheran educators and students will look to educational leaders to guide and support them throughout this change process. Without effective principals, Ohio Lutheran schools will not realize their educational goals. Effective Lutheran principals communicate and share leadership to engage all educators in realizing a vision for high-quality teaching and improved student learning and achievement. They affect change in their schools and support others in realizing this change.

With the adoption of the Ohio Standards for Lutheran Principals, Ohio Lutheran schools have clearly defined the traits and skills of effective leaders. These standards will promote the most effective leadership practices among Ohio Lutheran principals. The result will be an educational system in which all teachers instruct and students achieve at the highest levels.

### Intended Purposes of the Standards

The Ohio Standards for Lutheran Principals were developed for use as a guide for principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. While there are many influences on a principal's development, these standards will serve as an important tool for principals as they consider their growth and development as leaders.

In addition, these standards will serve other audiences and purposes. It is anticipated that these standards may:

- assist Lutheran universities and other higher-education programs in developing the content and requirements of leadership training programs;
- focus the goals and objectives of Lutheran schools as they support their schools' educational leaders;
- be used to plan and guide professional development for Lutheran principals;
- serve as a tool in developing coaching and mentoring programs for Lutheran principals.

These Standards are intended to drive conversations about effective leadership and are not intended to serve as an evaluation instrument.

**The Ohio Standards for Lutheran Principals**

In the Ohio Standards for Lutheran Principals, six standards are delineated. These standards fall under three larger organizers, as shown below, and include:

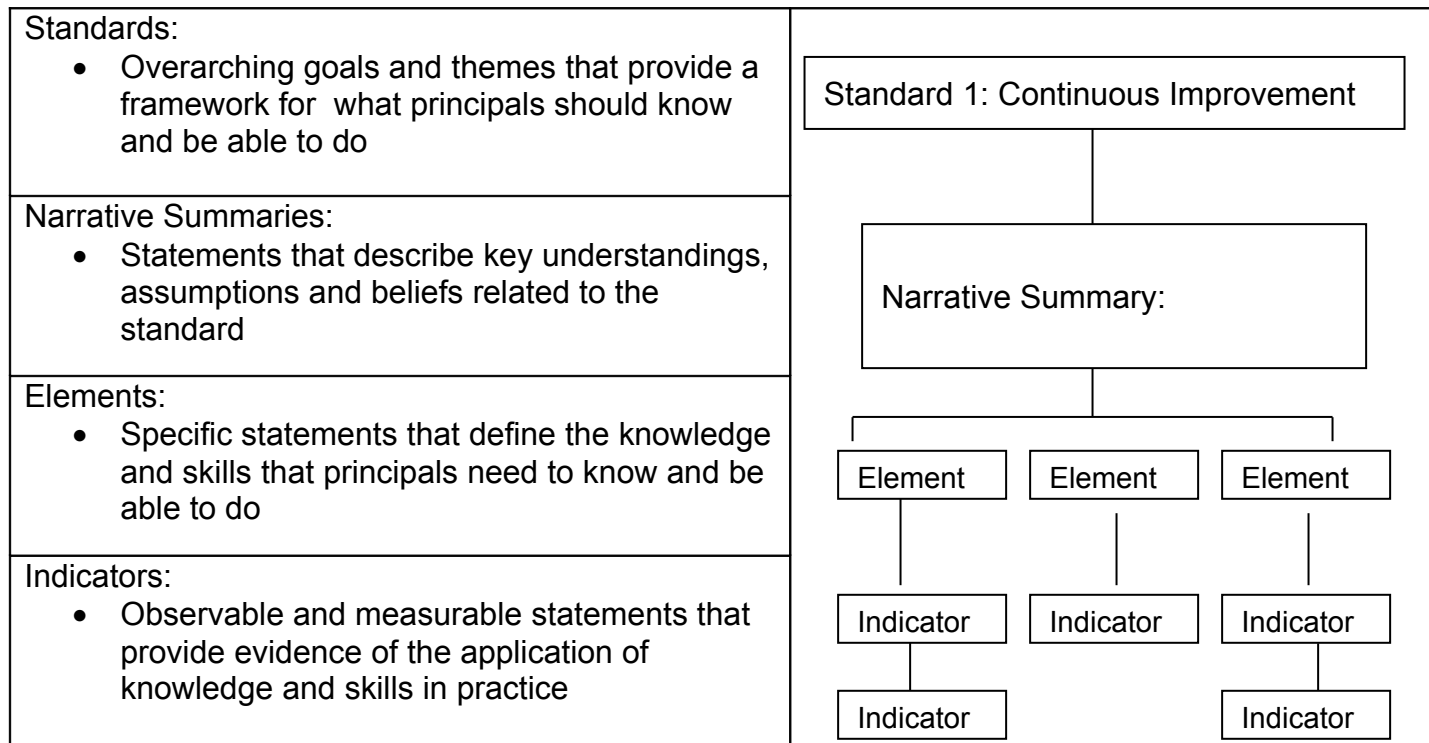
Goals and Achievement	Conditions	Collaboration and Communication
<p><b>Standard #1: Lutheran School Purpose</b> Lutheran principals strive to maintain a learning community in which faith in Jesus Christ is shared personally and publicly; students study the Bible and worship God daily; teachers relate Jesus Christ to all aspects of the curriculum; and Christian love and forgiveness is shared by members of the school community.</p> <p><b>Standard #2: Continuous Improvement</b> Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.</p> <p><b>Standard #3: Instruction</b> Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.</p>	<p><b>Standard #4: School Operations, Resources and Learning Environment</b> Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.</p>	<p><b>Standard #5: Collaboration</b> Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.</p> <p><b>Standard #6: Parents and Community Engagement</b> Principals engage parents, congregation and community members in the educational process and create an environment where these resources support student spiritual growth, learning, achievement and well-being.</p>

## Organization and Structure of the Standards

Each standard is organized as follows:

- **Standard:** The Standard is the broad category of principal knowledge and skills;
- **Narrative:** The Narrative more fully describes the content and rationale for each Standard;
- **Elements:** The Elements are the statements of what principals should know, think and do to be effective leaders.
- **Indicators:** The Indicators show the knowledge and skills of each Element in practice. The Indicators are observable and measurable statements which serve as tools in discussions of principal skills and knowledge.

This organization, by Standard, Narrative, Element and Indicator, is shown in the graphic below:



### The Indicator Levels

In the Ohio Standards for Lutheran Principals, and the Standards for the Lutheran Teaching Profession, the Indicators are written to show performance at three levels: Proficient, Accomplished and Distinguished. These levels are based on research into the growth of leaders throughout their careers. The inclusion of these leveled indicators is intended to guide discussion about effective leadership in order to recognize principals' successes and challenges and meet their professional needs. They are not meant as an evaluation instrument and are not intended to label principals.

The three levels can be defined as:

<b>Proficient Level:</b>	<p>All Ohio Lutheran teachers and principals in Ohio Lutheran schools are expected to meet the Proficient level.</p> <p>At the Proficient level, Lutheran principals demonstrate knowledge of the skills and abilities needed for effective leadership. They are in the process of refining their skills and understandings to fully integrate their knowledge and skills. They monitor the situations in their classrooms and schools and respond appropriately.</p>
<b>Accomplished Level:</b>	<p>All Ohio teachers and principals in Ohio Lutheran schools are expected to reach the Accomplished level.</p> <p>At the Accomplished level, Lutheran principals effectively integrate the knowledge, skills and abilities needed for effective leadership. They are fully skilled professionals who demonstrate purposefulness, flexibility and consistency. They anticipate and monitor situations in their classrooms and schools, and make appropriate plans and responses.</p>
<b>Distinguished Level:</b>	<p>The Distinguished level represents the highest level of achievement for Ohio Lutheran teachers and principals. It is not expected that all will reach this level.</p> <p>At the Distinguished level, Lutheran principals use their strong foundation of knowledge, skills and abilities to innovate and enhance their classrooms, buildings and districts. They are leaders who empower and influence others. They anticipate and monitor situations in their classrooms and schools and effectively maintain their spiritual climate according to God's Law and Gospel. They respond to the needs of their colleagues and students immediately and effectively.</p>

## Ohio Standards for Lutheran Principals

### Position Statement and Beliefs

In an increasingly complex and demanding environment, Lutheran principals are faced with leading fast-paced and complex changes, while maintaining a focus on the core purpose of schooling: maintaining a Christ-centered environment and improving student learning. Lutheran principals need to be reflective practitioners who assume a “learning” approach to leading schools and continuously engage in high quality professional learning to develop and refine their knowledge and skills. As “lead learners,” Lutheran principals model the Christian life/faith and life-long learning. Ohio Standards for Lutheran Principals reflect a vision of principals who develop faith communities and productive learning environments. Lutheran principals establish and manage structures and processes that actively engage teachers, staff and students in ongoing and collaborative professional learning opportunities. They share leadership and actively identify and develop others as leaders. As leaders they use their knowledge of research-based practices to provide conceptual guidance to teachers and staff about spiritual matters, curriculum, instruction and assessment. They promote the use of equitable practices that meet the unique learning needs of students from diverse backgrounds. As leaders in the school, congregation and greater community, principals consistently monitor and respond to the changes in the external environment. They use effective communication skills to engage stakeholders from diverse backgrounds in meaningful dialogue about the school’s purpose, vision and progress toward outcomes.

We believe:

- School leaders are committed to sharing with and learning from others in the educational community which includes the Lutheran Schools of Ohio-LC-MS.
- The work of Lutheran principals should be guided by the highest possible ethical standards and the tenets set forth in their Call as Commissioned Ministers or contract.
- Lutheran principals model life-long learning for students, parents, families, and communities. They provide spiritual leadership for the school family and congregation(s) by word and example.
- Lutheran principals are leaders and agents of change within and beyond the school community and share responsibility for educator quality, school improvement, and student achievement.
- Lutheran principals support the use of current best practices, inquiry, and action research that is not contrary to the Word of God.
- Lutheran principals set direction, establish priorities, and influence practices that maintain a Christian view of the world.
- Lutheran principals need to link proactively to local, state and national policies. This includes those of the LCMS and its agencies.
- Successful leadership and sustainability occurs when leadership roles are developed in others.
- School improvement strategies are developed, refined, and revised based on various data sources.
- Leadership requires the ability to create stability and foster change.

## **The Indicator Levels**

In the Ohio Standards for the Lutheran Teaching Profession, and the Standards for Lutheran Principals, the Indicators are written to show performance at three levels: Proficient, Accomplished and Distinguished.

The Indicators are cumulative. The Proficient level indicators describe the building blocks of knowledge and skills that allow educational leaders to advance in their expertise. Lutheran principals who reach the Accomplished level demonstrate mastery of the skills and knowledge at the Proficient level. Lutheran principals at the Distinguished level demonstrate mastery of the skills and knowledge at the Proficient and Accomplished levels. Therefore, to get a complete picture of a principal at the Distinguished level, readers will need to look at the indicators provided in the Proficient and Accomplished levels as well.

Mastery of each level does not necessarily correlate with time on the job; these indicators represent developmental skills and knowledge. Some principals might be at one level for one element and another level for another element. Lutheran principals who move to a new school or face new and unanticipated challenges in their schools might move to another level of proficiency. All Lutheran principals are expected to reach the Proficient and the Accomplished levels during the course of their careers as school leaders.

## **The Connections between the Standards**

Ohio's Standards for Lutheran Principals are interrelated and connect in principals' practice. They are not intended to show isolated knowledge or skills, and are not presented in order of importance.

A Lutheran principal's knowledge and abilities in each standard area will impact their ability to perform effectively in other standard areas. For example, a principals' ability to collaborate with others will impact their ability to improve Christian instruction and set meaningful goals that are supported by all members of the educational community. Each standard is essential to effective leadership.

## Ohio Standards for Lutheran Principals

### **Standard #1: Lutheran School Purpose**

Lutheran principals strive to maintain a learning community in which faith in Jesus Christ is shared personally and publicly; students study the Bible and worship God daily; teachers relate Jesus Christ to all aspects of the curriculum; and Christian love and forgiveness is shared by all members of the school community.

### **Standard #2: Continuous Improvement**

Lutheran principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving these goals.

### **Standard #3: Instruction**

Lutheran principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

### **Standard #4: School Operations, Resources and Learning Environment**

Lutheran principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

### **Standard #5: Collaboration**

Lutheran principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.

### **Standard #6: Parents and Community Engagement**

Lutheran principals engage parents, congregation and community members in the educational process and create an environment where their resources support student spiritual growth, learning, achievement and well being.

**Standard #1: Lutheran School Purpose**

**Lutheran principals strive to maintain a learning community in which faith in Jesus Christ is shared personally and publicly; students study the Bible and worship God daily; teachers relate Jesus Christ to all aspects of the curriculum; and Christian love and forgiveness is shared by all members of the school community.**

**Narrative Summary:**

The main purpose of a Lutheran school is the proclamation of the Gospel of Jesus Christ so that children may grow in their relationship with their Lord and Savior Jesus Christ and with other members of the school community.

**Elements:**

- 1.1 Lutheran principals recognize that the real difference between Lutheran schools and other schools is that the Lutheran school provides daily opportunities for children and their families to know Jesus Christ as “the way, the truth, and the life.”
- 1.2 Lutheran principals maintain schools in which the Word of God is taught in its truth and purity.
- 1.3 Lutheran principals maintain schools in which the Christian faith permeates all subjects and activities.
- 1.4 Lutheran principals actively promote Lutheran schools, for they believe that one’s relationship with Jesus Christ permeates and affects every aspect of our lives.
- 1.5 Lutheran principals develop a vision statement that speaks to the future.
- 1.6 Lutheran principals recognize the need to develop a team ministry plan.

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Standard #1 Elements	Indicators		
	Proficient	Accomplished	Distinguished
<p>1.1 Lutherans principals recognize that the real difference between Lutheran schools and other schools is that the Lutheran school provides daily opportunities for children and families to know Jesus Christ as “the way, the truth, and the life.”</p>	<p>a) The Lutheran principal will share this unique perspective with each new family.</p>	<p>b) The Lutheran principal will in cooperation with the congregation develop a mission statement which reflects the distinct purpose of their Lutheran school.</p>	<p>c) The Lutheran principal will emphasize the Gospel of Jesus Christ in all communication efforts. d) The Lutheran principal will develop means by which the school and congregation reach out to the community.</p>
<p>1.2 Lutheran principals maintain schools in which the Word of God is taught in its truth and purity.</p>	<p>a) The Lutheran principal will always oversee the proper teaching of the doctrines of Holy Scripture which emphasize Lutheran theology.</p>	<p>b) The Lutheran principal will maintain active contact with the classroom teacher so to monitor the teaching of the faith and its integration into other subject areas. c) The Lutheran principal will encourage all non-rostered Lutheran teachers to consider a colloquy program.</p>	<p>d) The Lutheran principal will actively engage the faculty/staff in a study of the Word and their personal faith lives.</p>

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<p>1.3 Lutheran principals maintain schools in which the Christian faith permeates all subjects and activities.</p>	<p>a) The Lutheran principal encourages faculty members to integrate the faith into all subject areas  b) The Lutheran principal encourages prayer at all school sponsored activities</p>	<p>c) The Lutheran principal either serves on or maintains contact with those who are serving on committees to evaluate teaching materials and objectives.  d) The Lutheran principal develops statements of belief which communicate why each subject is taught.</p>	<p>e) The Lutheran principal encourages integrating the faith into all subject areas by providing or leading workshops which demonstrate practical means by which this is accomplished.</p>
<p>1.4 Lutheran principals actively promote Lutheran schools for they believe that one's relationship with Jesus Christ permeates and affects every aspect of our lives.</p>	<p>a) The Lutheran principal actively promotes the Lutheran school in the congregation(s) and community.</p>	<p>b) The Lutheran principal's life is one which is grounded in prayer, reliance on God, a proper Christian attitude and active study of the Word.</p>	<p>c) Lutheran principals are able to promote the Lutheran school program as they have clearly defined the school's goals, mission and vision for the future.  d) Lutheran principals are transformational leaders as they develop a vision and interact with others, the environment, and the Lord in prayer.</p>

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<p>1.5 Lutheran principals develop a vision statement that speaks to the future.</p>	<p>a) The Lutheran principal begins developing a vision statement through various means; e.g., dreams, events, workshops, programs of other Lutheran schools, etc.</p>	<p>b) The Lutheran principal develops the vision statement in conjunction with the congregation(s) and school community.</p>	<p>c) The Lutheran principal communicates the school's vision statement(s) to the stakeholders. d) The Lutheran principal develops a means by which to evaluate the effectiveness of the vision statement(s). This evaluation will be utilized in either maintaining the vision or making adjustments/revisions.</p>
<p>1.6 Lutheran principals recognize the need to develop a team ministry plan.</p>	<p>a) The Lutheran principal begins this process by communicating with both the pastor(s) and the church leadership to be certain that their goals and vision are synonymous - "making disciples."</p>	<p>b) The Lutheran principal in conjunction with the pastor(s) and church leadership develops a plan which should include expectations and means by which they maintain ongoing communication.</p>	<p>c) The Lutheran principal and the pastor(s) are willing to respectfully share their skills with one another to illustrate to the congregation that they are truly a team with common goals.</p>

**Standard 2: Lutheran principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals. This can be achieved through National Lutheran School Accreditation.**

**Narrative Summary**

Schools operate in a challenging and changing environment, requiring Lutheran principals to be visionary leaders who have the ability and confidence to challenge existing structures, take action, influence situations and produce results. Principals must engage key stakeholders in the development and realization of a shared vision, based on challenging goals and high expectations, which guides and directs each member of the school community toward overall academic, social and emotional success. To be successful in this context, Lutheran principals must understand the complexities of change and use strategies to lead change effectively. They must initiate and monitor change using student data and other sources of information to target and support needed improvements. Lutheran principals utilize key stakeholders to identify, influence and respond to issues, trends, and changes in the environment. Understanding the implications of changes for the school and the community, principals demonstrate flexibility and adaptability in their approach to leading and managing change.

**Elements**

- 2.1 Lutheran principals facilitate the articulation and realization of a shared vision of continuous school improvement that emphasizes the proclamation of the Gospel of Jesus Christ at its core.
- 2.2 Lutheran principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- 2.3 Principals lead the change process for continuous improvement.
- 2.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

Standard 2 Elements	Indicators		
	Proficient	Accomplished	Distinguished
2.1 Lutheran principals facilitate the articulation and realization of a shared vision of continuous school improvement.	<ul style="list-style-type: none"> <li>a) Lutheran principals identify and include stakeholders in the process of developing a shared vision.</li> <li>b) Lutheran principals articulate a vision focused on high levels of learning for all students.</li> <li>c) Lutheran principals implement a process for the development of a shared vision.</li> <li>d) Lutheran principals remain focused on the vision through difficulties, setbacks and failures.</li> </ul>	<ul style="list-style-type: none"> <li>e) Lutheran principals collaboratively develop and communicate a shared vision using multiple approaches.</li> <li>f) Lutheran principals monitor the degree to which beliefs, behaviors and practices are consistent with the vision, and effect changes accordingly.</li> <li>g) Lutheran principals collaboratively keep the vision at the forefront of all stakeholders.</li> <li>h) Lutheran principals challenge existing structures based on data to align them with the shared vision.</li> </ul>	<ul style="list-style-type: none"> <li>i) Lutheran principals design a collaborative, systematic approach to collect and analyze data about the school's progress toward the vision.</li> </ul>

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<p>2.2 Lutheran principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.</p>	<ul style="list-style-type: none"> <li>a) Lutheran principals identify areas that promote high levels of achievement of all students and staff.</li> <li>b) Lutheran principals continually focus attention on established goals.</li> <li>c) Lutheran principals continually communicate the expectation of high learning and achievement for all students.</li> <li>d) Lutheran principals use their knowledge of the Ohio Standards for the Lutheran Teaching Profession to support teachers' professional growth through the standards.</li> </ul>	<ul style="list-style-type: none"> <li>e) Lutheran principals collaboratively develop and set measurable school-wide goals.</li> <li>f) Lutheran principals monitor progress, through the use of data, toward established goals.</li> <li>g) Lutheran principals collaboratively establish and reinforce individual staff contributions toward the attainment of the school-wide goals.</li> <li>h) Lutheran principals keep goals at the forefront of educators' attention.</li> </ul>	<ul style="list-style-type: none"> <li>i) Lutheran principals design a systematic approach to collect and analyze data about the school's progress toward attaining established goals.</li> </ul>
<p>2.3 Lutheran principals lead the change process for continuous improvement.</p>	<ul style="list-style-type: none"> <li>a) Lutheran principals articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.</li> <li>b) Lutheran principals identify changes needed to improve student learning.</li> <li>c) Lutheran principals engage stakeholders in the change process through effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>d) Lutheran principals facilitate a diverse group of stakeholders to implement changes needed to improve student learning.</li> <li>e) Lutheran principals model and provide resources to support staff in thinking systematically about the change process.</li> <li>f) Lutheran principals systematically articulate new and better ways of doing things.</li> </ul>	<ul style="list-style-type: none"> <li>g) Lutheran principals design and develop ongoing cycles of data collection, analysis, professional development, implementation and reflection to monitor and promote change for continuous improvement.</li> <li>h) Lutheran principals adapt their leadership style to the needs of specific situations.</li> <li>i) Lutheran principals develop and maintain systematic structures for ongoing communication as part of the continuous improvement process.</li> </ul>

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<p>2.4 Lutheran principals anticipate, monitor and respond to educational developments that affect school issues and environment.</p>	<p>a) Lutheran principals respond to school, community, and societal changes, which are consistent with the Word of God, and issues that affect the instructional needs of students.</p>	<p>b) Lutheran principals work with stakeholders to anticipate, analyze and address school, community, and societal changes and issues, which are consistent with the Word of God, that affect the instructional needs of students.</p> <p>c) Lutheran principals can identify and utilize informal groups and relationships among school staff that may affect the school environment.</p>	<p>d) Lutheran principals anticipate and interpret changes in the environment and adapt their short- and long-term goals accordingly.</p> <p>e) Lutheran principals influence and participate in setting local, state and/or national policy to support continuous improvement.</p>
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**Standard 3: Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students. All Lutheran schools are encouraged to adopt the new State Standards.**

### **Narrative Summary**

Productive schools promote high levels of academic achievement for all students by providing a rigorous curriculum that is aligned to the Ohio academic content standards and academic priorities of the district. Lutheran principals emphasize that learning is the most important purpose of schooling. They are continually aware of the impact of culture and school practices on student achievement. Lutheran principals have extensive knowledge about curriculum, instruction and assessment and regularly collaborate with staff to improve the performance of all students. They promote the use of culturally-responsive instruction practices. Lutheran principals initiate and engage in ongoing, high quality professional learning that improves instruction. They continuously monitor and evaluate instruction and provide feedback to teachers, recognizing that instructional improvement is an ongoing process. Lutheran principals are adept at collecting, analyzing and interpreting data and support teachers' effective use of data. They use data as the basis for decision-making, developing concrete learning goals and implementing the use of effective instructional practices on a school-wide basis.

### **Elements**

- 3.1 Lutheran principals ensure that the instructional content that is taught as a Christian perspective and is aligned with the Ohio academic content standards, and curriculum priorities in the school and district.
- 3.2 Lutheran principals ensure instructional practices are effective and meet the needs of all students.
- 3.3 Lutheran principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students as resources are available to Ohio's Lutheran schools.
- 3.4 Lutheran principals know, understand and share relevant research.
- 3.5 Lutheran principals understand, encourage and facilitate the effective use of data by staff.
- 3.6 Lutheran principals support staff in planning and implementing research-based professional development.

Standard 3 Elements	Indicators		
	Proficient	Accomplished	Distinguished
3.1 Lutheran principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school.	<ul style="list-style-type: none"> <li>a) Lutheran principals provide teachers with a basic understanding of the academic standards.</li> <li>b) Lutheran principals monitor the use of resources aligned to the academic standards.</li> <li>c) Lutheran principals ensure that curriculum, instruction and assessments are aligned with academic standards.</li> <li>d) Lutheran principals monitor implementation of academic standards in curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>e) Lutheran principals organize the articulation of academic standards across and between classrooms, grade levels, groups and content areas.</li> <li>f) Lutheran principals lead staff in the analysis and revision of standards, curriculum and instructional alignment.</li> </ul>	<ul style="list-style-type: none"> <li>g) Lutheran principals design and develop aligned systems of curriculum, instruction and assessment for the school.</li> </ul>
3.2 Lutheran principals ensure instructional practices are effective and meet the needs of all students.	<ul style="list-style-type: none"> <li>a) Lutheran principals monitor the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</li> <li>b) Lutheran principals make systematic and frequent classroom visits and provide feedback on classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>c) Lutheran principals guide staff in the implementation of research based instructional practices.</li> <li>d) Lutheran principals set aside time for attention to critical instructional issues during the school day.</li> <li>e) Lutheran principals promote the use of additional instructional time outside of the school day as needed.</li> <li>f) Lutheran principals empower and facilitate teachers in designing curriculum and addressing instructional and assessment issues.</li> </ul>	<ul style="list-style-type: none"> <li>g) Lutheran principals analyze and recommend instructional practices that result in improved student performance.</li> <li>h) Lutheran principals lead stakeholders in the process of selecting and adopting school improvement initiatives.</li> </ul>

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<p>3.3 Lutheran principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students as resources are available to Ohio's Lutheran schools.</p>	<p>a) Lutheran principals monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies.</p> <p>b) Lutheran principals use disaggregated achievement data to determine the performance and needs of particular students and groups.</p> <p>c) Lutheran principals regularly examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education.</p> <p>d) Lutheran principals understand effective acceleration processes, and work with teachers to establish structures that meet student needs and support state and local policies.</p>	<p>e) Lutheran principals foster systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.</p> <p>f) Lutheran principals are directly involved in instructional issues for all students, including students identified as gifted, students with disabilities and at-risk students.</p>	<p>g) Lutheran principals are actively engaged in major instructional initiatives beyond the local school to ensure all students, including students identified as gifted, students with disabilities, and at-risk students have access to resources and advanced learning opportunities.</p>
<p>3.4 Lutheran principals know, understand and share relevant research.</p>	<p>a) Lutheran principals keep informed about current research and theory on effective schooling.</p> <p>b) Lutheran principals share current research and theory on effective curriculum design and instructional strategies.</p> <p>c) Lutheran principals serve as a model for effective teaching.</p>	<p>d) Lutheran principals engage staff in identifying and discussing research and theory that support the academic needs of students.</p>	<p>e) Lutheran principals methodically study research in response to an identified school improvement need.</p> <p>f) Lutheran principals evaluate the applicability of specific instructional reforms, using strategies such as action research</p>



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<p>3.5 Lutheran principals understand, encourage and facilitate the effective use of data by staff.</p>	<p>a) Lutheran principals model the use of data to inform and make decisions.  b) Lutheran principals communicate data about student progress to the school and community.  c) Lutheran principals monitor staff knowledge and use of data and the impact of this knowledge on student achievement.</p>	<p>d) Lutheran principals collaboratively develop and implement an assessment system that measures academic progress over time for students and groups of students.  e) Lutheran principals provide ongoing learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress.  f) Lutheran principals facilitate teachers' use of assessment data to continually design and adapt instruction based on student needs.</p>	<p>g) Lutheran principals generate tools to systematically collect and synthesize multiple sources of data.  h) Lutheran principals set expectations and encourage teachers to synthesize multiple sources of data in decision making.</p>
<p>3.6 Lutheran principals support staff in planning and implementing research-based professional development.</p>	<p>a) Lutheran principals participate in extensive professional development to increase their knowledge and skills.  b) Lutheran principals facilitate professional development opportunities that support classroom instruction.  c) Lutheran principals use staff and student data to identify professional development needs.  d) Lutheran principals provide ongoing opportunities for teachers to reflect on their practice.</p>	<p>e) Lutheran principals collaborate with staff to research and design professional development initiatives.  f) Lutheran principals ask questions that facilitate the examination of instructional practice.  g) Lutheran principals use data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.</p>	<p>h) Lutheran principals create learning teams in which teachers serve as school leaders in modeling and guiding other teachers to effectively support student learning and achievement.  i) Lutheran principals collaboratively assess the impact of professional development on multiple levels including participant satisfaction and knowledge, organizational impact and changes in student achievement.</p>

**Standard 4: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.**

**Narrative Summary**

Schools that achieve high levels of student performance provide a safe orderly learning environment. Principals manage the daily operations and environment of a school through the use of technology and other resources (i.e. financial, human, time, materials, technology and facilities). Principals identify and allocate resources equitably to address the unique physical and mental health needs of all students, staff and parents. They promote and maintain a professional work environment by managing legal requirements and policies, supporting due process and protecting civil and human rights of all individuals. By modeling ethical behavior, principals create a climate of trust, stability and integrity in which all members of the school community are fully engaged.

**Elements**

- 4.1 Lutheran principals establish and maintain a safe school environment in which the faculty, staff and students share Christian love and forgiveness.
- 4.2 Lutheran principals create a nurturing learning environment that addresses the physical and mental, and spiritual health needs of all.
- 4.3 Lutheran principals allocate resources, including technology, to support student and staff learning.
- 4.4 Lutheran principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- 4.5 Lutheran principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct. Lutheran principals serve as Christian models that encourage the teaching of Jesus Christ as Lord and Savior. They witness both publicly and personally to their faith in Jesus Christ.

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Standard 4 Elements	Indicators		
	Proficient	Accomplished	Distinguished
4.1 Lutheran principals establish and maintain a safe and secure school environment.	<ul style="list-style-type: none"> <li>a) Lutheran principals communicate and reinforce high Christian behavior standards to staff, students and parents.</li> <li>b) Lutheran principals ensure that behavioral policies and procedures are consistently applied from day to day and student to student.</li> <li>c) Lutheran principals implement routines that ensure safety for all.</li> <li>d) Lutheran principals utilize building and district procedures for crisis management.</li> </ul>	<ul style="list-style-type: none"> <li>e) Lutheran principals examine and modify routines, as needed, to ensure safety for all.</li> <li>f) Lutheran principals promote and implement a school-wide system for behavioral support and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>g) Lutheran principals, working with stakeholders, lead the design and development and evaluation of a comprehensive safety and security plan.</li> </ul>
4.2 Lutheran principals create a nurturing learning environment that addresses the physical and mental health needs of all.	<ul style="list-style-type: none"> <li>a) Lutheran principals are accessible to students, staff and parents.</li> <li>b) Lutheran principals assess how well the spiritual, physical, social and cultural environment supports student needs.</li> <li>c) Lutheran principals identify available resources to address the spiritual, physical and mental health needs of the students and staff.</li> <li>d) Lutheran principals treat all students, parents and community members with respect.</li> </ul>	<ul style="list-style-type: none"> <li>e) Lutheran principals promote the effective use of identified resources and strategies to address the physical and mental health needs of students and staff.</li> <li>f) Lutheran principals modify the school's spiritual, physical and cultural environment to support student learning.</li> <li>g) Lutheran principals ensure that staff treats all students, parents and community members with respect.</li> </ul>	<ul style="list-style-type: none"> <li>h) Lutheran principals develop partnerships with staff, students, parents and community providers to address the spiritual, academic, physical and mental health needs of students and staff.</li> </ul>



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<p>4.3 Lutheran principals allocate resources, including technology, to support student and staff learning.</p>	<p>a) Lutheran principals manage the budget to support student and staff learning.  b) Lutheran principals identify and equitably allocate resources to support student and staff learning.  c) Lutheran principals use technology effectively to manage school operations.</p>	<p>d) Lutheran principals develop a budget aligned to student and staff needs.  e) Lutheran principals procure additional financial resources for the school to support student and staff learning.  f) Lutheran principals organize daily schedules and yearly calendars that create opportunities for teachers to work, plan and reexamine assumptions around instructional issues.  g) Lutheran principals assess the use of technology in the context of school operations.</p>	<p>h) Lutheran principals engage the staff in procuring additional funding targeted to support student and staff learning that result in improved student performance.  i) Lutheran principals lead and develop the use of technology to manage school operations that result in improved student performance.</p>
<p>4.4 Lutheran principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.</p>	<p>a) Lutheran principals supervise and evaluate all staff.  b) Lutheran principals establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.  c) Lutheran principals routinely give both formal and informal recognition to staff and students for achievement, improvement and effort.</p>	<p>d) Lutheran principals actively support the recruitment and selection of staff members who can ensure that the vision of the school is realized.  e) Lutheran principals retain productive staff, and implement incentives that ensure continued motivation.</p>	<p>f) Lutheran principals design and promote traditions and ceremonies that reinforce a school culture that values and rewards teaching and learning.  g) Lutheran principals analyze, select and communicate institutional policies, procedures and practices that result in improved student performance.</p>

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<p>4.5 Lutheran principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.</p>	<p>a) Lutheran principals meet their spiritual, legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity.</p> <p>b) Lutheran principals implement procedures to comply with local, state and federal mandates.</p> <p>c) Lutheran principals communicate local, state and federal mandates to students, staff and parents.</p> <p>d) Lutheran principals ensure that staff, students and parents receive information about legal requirements and policies.</p>	<p>e) Lutheran principals analyze and revise procedures to comply with local, state and federal mandates.</p> <p>f) Lutheran principals communicate local, state and federal mandates to the school community as appropriate.</p>	<p>g) Lutheran principals advocate for school community involvement in educational issues that result in improved student performance.</p>
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**Standard 5: Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.**

**Narrative Summary**

High achieving schools continually improve teaching and learning through shared leadership. Lutheran principals are instrumental in the establishment and ongoing development of a culture that engages staff, students and parents in improving student learning. This culture enhances the professionalism of staff members, helping to attract and retain accomplished and distinguished teachers. Lutheran principals actively promote the development of leaders and leadership teams to fully utilize the skills of staff, student, parents and community members. Lutheran principals provide opportunities for all members of the school community to participate in important school decisions. Lutheran principals promote shared leadership and responsibility for student learning through the use of collaborative practices. Lutheran principals understand that shared leadership results in shared accountability for student learning and a collaborative learning culture that is sustained over time.

**Elements**

- 5.1 Lutheran principals promote a collaborative learning culture in which the Christian faith permeates all subjects and activities.
- 5.2 Lutheran principals share leadership with staff, students, parents, and congregational leaders.
- 5.3 Lutheran principals develop and sustain leadership.

Standard 5 Elements	Indicators		
	Proficient	Accomplished	Distinguished
5.1 Lutheran principals promote a collaborative learning culture in which the Christian faith permeates all subjects and activities.	<ul style="list-style-type: none"> <li>a) Lutheran principals establish and reinforce expectations, roles, norms and responsibilities for effective team ministry</li> <li>b) Lutheran principals develop structures for collaboration between all teachers and other education support personnel.</li> <li>c) Lutheran principals foster positive interpersonal relationships among staff by maintaining open and effective lines of communication.</li> </ul>	<ul style="list-style-type: none"> <li>d) Lutheran principals build a school culture in which educators work collaboratively to increase student learning.</li> <li>e) Lutheran principals engage stakeholders in professional development opportunities in problem solving, conflict resolution and consensus building.</li> </ul>	<ul style="list-style-type: none"> <li>f) Lutheran principals design practices and structures that create and maintain a collaborative learning culture.</li> <li>g) Lutheran principals collaborate congregation wide to make system improvements.</li> </ul>
5.2 Lutheran principals share leadership with staff, students, parents and congregation leaders.	<ul style="list-style-type: none"> <li>a) Lutheran principals seek input from staff, students, parents and congregation members.</li> <li>b) Lutheran principals share leadership responsibilities with staff.</li> </ul>	<ul style="list-style-type: none"> <li>c) Lutheran principals involve staff, students, parents and congregation members in school governance, curricular and instructional decisions.</li> <li>d) Lutheran principals match leadership responsibilities to the talents of individual educators and teams.</li> </ul>	<ul style="list-style-type: none"> <li>e) Lutheran principals create a system that allows staff, students, parents and congregation members increasing levels of autonomy in decision making.</li> </ul>

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<p>5.3 Lutheran principals develop and sustain leadership.</p>	<p>a) Lutheran principals serve as a role model for the leadership behaviors they seek to instill in others.</p> <p>b) Lutheran principals participate in leadership development activities with staff.</p> <p>c) Lutheran principals identify strengths and interests of the staff in order to identify potential leaders.</p>	<p>d) Lutheran principals mentor and coach staff and student leaders.</p> <p>e) Lutheran principals build on staff's skills and interests to advance the leadership capacity of all.</p>	<p>f) Lutheran principals create leadership growth opportunities for staff, students, parents and congregation members.</p> <p>g) Lutheran principals encourage other educators to assume leadership roles outside of the school.</p>
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**Standard 6: Principals engage parents, community members, and congregations in the educational process and create an environment where the congregational and community resources support student learning, achievement and well being.**

**Narrative Summary**

Schools are highly effective when Lutheran principals understand how the dynamics of their communities influence their schools and how schools influence the community in ways that improve student learning. Lutheran principals promote culturally responsive practices, which value and acknowledge diversity. The opinions of all stakeholders are respected and there is a commitment to involving students, parents and community members in making decisions that are aligned with the Word of God. Lutheran principals involve family members in ways that are meaningful and directly related to student learning. Effective schools are the heart of the community and collaboration benefits both the school and the community. Partnerships and relationships with community agencies (e.g. social service, mental health agencies, businesses, libraries and civic organizations) are used in innovative ways to meet a variety of student and community needs.

**Elements**

- 6.1 Lutheran principals use community and congregational resources to improve student learning.
- 6.2 Lutheran principals involve parents and members of the congregation(s) and community in improving student learning.
- 6.3 Lutheran principals connect the school with the community and congregation(s).
- 6.4 Lutheran principals establish expectations for the use of culturally responsive practices that acknowledge and value God-given diversity.

Standard 6 Elements	Indicators		
	Proficient	Accomplished	Distinguished
6.1 Lutheran principals use community and congregational resources to improve student learning.	<ul style="list-style-type: none"> <li>a) Lutheran principals represent the school at congregational and community functions and advisory groups.</li> <li>b) Lutheran principals use print and electronic media to inform the congregation and community about the school.</li> </ul>	<ul style="list-style-type: none"> <li>c) Lutheran principals arrange school-congregation partnerships to support student achievement and school and congregational priorities.</li> </ul>	<ul style="list-style-type: none"> <li>d) Lutheran principals plan and lead congregational initiatives that support building goals and impact student learning.</li> <li>-</li> </ul>
6.2 Lutheran principals involve parents and members of the congregation(s) and community in improving student learning.	<ul style="list-style-type: none"> <li>a) Lutheran principals regularly practice two-way communication with parents about student progress.</li> <li>b) Lutheran principals provide parents and students with relevant information about available school services (spiritual, instructional, behavioral and psychological) to address student learning needs.</li> <li>c) Lutheran principals inform the congregation and community about the school's expectations for student learning.</li> <li>d) Lutheran principals welcome congregational and community involvement.</li> </ul>	<ul style="list-style-type: none"> <li>e) Lutheran principals actively recruit and utilize parent and other volunteers as appropriate for the school's instructional program.</li> <li>f) Lutheran principals use technology as appropriate to maximize the communication with parents and others about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>g) Lutheran principals initiate activities to engage all stakeholders in the process and responsibility of improving student learning.</li> </ul>

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<p>6.3 Lutheran principals connect the school with the community and congregation(s).</p>	<p>a) Lutheran principals identify and use congregational and community-based resources to increase achievement among all students.</p>	<p>b) Lutheran principals collaborate with congregational and community groups to identify resources and solutions to increase achievement among all students.</p>	<p>c) Lutheran principals create opportunities for congregation and community group involvement in developing new resources to improve student learning and raise achievement for all students.</p>
<p>6.4 Lutheran principals establish expectations for the use of culturally responsive practices that acknowledge and value God-given diversity.</p>	<p>a) Lutheran principals model appreciation and respect for the cultures of the school, congregation and community to create an environment that supports high achievement levels for all students.</p> <p>b) Lutheran principals support cooperation among all of the school's individuals and groups.</p>	<p>c) Lutheran principals use proactive cooperation to create an environment that supports high achievement levels for all students.</p>	<p>d) Lutheran principals, in collaboration with staff, students and parents, integrate culturally and Biblically acceptable practices into the day-to-day school operations to support high achievement levels for all students.</p>