

IOWA LEADERSHIP
ACADEMY

THINKING
DOING
BEING



**Reflective
Journal**

Date: _____

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The moment of victory is much too short to live for that and nothing else.
-Martina Navratilova, tennis champion

Date: _____



Do what you can, with what you have, where you are.
-Theodore Roosevelt

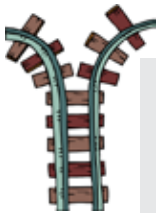
Date: _____

Handwriting practice area with 20 horizontal lines.



When things go wrong,
don't go with them.
-Elvis Presley

Date: _____



Failing to plan is
planning to fail.
-John Wooden,
basketball coach

Date: _____

Too many people are ready to carry the stool when the piano needs to be moved.
-Unknown



Date: _____

Lined writing area with horizontal lines for notes.

Empowerment,
 recognition, satisfaction
 and success come only
 from being an active
 participant within a
 masterful group—
 a group of colleagues.
 -Roland Barth

Date: _____

Date: _____



The point is not to pay back kindness but to pass it on.
-Julia Alvarez, author

Date: _____

Lined writing area consisting of 20 horizontal lines.

What I've learned about being angry with people is that it generally hurts you more than it hurts them.
-Oprah Winfrey

Date: _____



If you can't feed a
hundred people, then
feed just one.
-Mother Teresa

Date: _____

All children can learn if adults
provide high-quality instruction.
-Anthony Alvarado, former superintendent

Date: _____

There is only one way to obtain student achievement and the research is very specific. It is the teacher and what the teacher knows and can do that is the determining factor with student achievement.
-Harry K. Wong, educator



Date: _____

Date: _____

Date: _____



Leading by example is perhaps the purest form of leadership and the one over which each of us has the most control.
-Roland Barth

Date: _____

Date: _____

Horizontal lines for writing.



School improvement is not a mystery. Incremental, even dramatic, improvement is not only possible but also probable under the right conditions.
-Mike Schmoker, school improvement expert

Date: _____

Date: _____



Many things can wait; the child cannot.
Now is the time his bones are being formed,
his mind is being developed.
To him, we cannot say tomorrow;
his name is today.

-Gabriela Mistral, Nobel Prize recipient in literature

Date: _____

If the purpose of leadership is the improvement of teaching practice and performance, then skills and knowledge that matter are those that bear on the creation of settings for learning focused on clear expectations for instruction.

-Richard Elmore

IOWA TEACHING STANDARDS

1. Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

2. Demonstrates competence in content knowledge appropriate to the teaching position.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

3. Demonstrates competence in planning and preparing for instruction.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

4. Uses strategies to deliver instruction that meets the multiple learning needs of students.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

5. Uses a variety of methods to monitor student learning.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

6. Demonstrates competence in classroom management.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

7. Engages in professional growth.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

8. Fulfills professional responsibilities established by the school district.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Iowa's School Leadership Standards and Criteria

Standard #1	<p>An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. b. Uses research and/or best practices in improving the educational program. c. Articulates and promotes high expectations for teaching and learning. d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals. e. Provides leadership for major initiatives and change efforts. f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
Standard #2	<p>An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Provides leadership for assessing, developing and improving climate and culture. b. Systematically and fairly recognizes and celebrates accomplishments of staff and students. c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students. d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment. e. Evaluates staff and provides ongoing coaching for improvement. f. Ensures staff members have professional development that directly enhances their performance and improves student learning. g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan. h. Promotes collaboration with all stakeholders. i. Is easily accessible and approachable to all stakeholders. j. Is highly visible and engaged in the school community. k. Articulates the desired school culture and shows evidence about how it is reinforced.
Standard #3	<p>An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Complies with state and federal mandates and local board policies. b. Recruits, selects, inducts, and retains staff to support quality instruction. c. Addresses current and potential issues in a timely manner. d. Manages fiscal and physical resources responsibly, efficiently, and effectively. e. Protects instructional time by designing and managing operational procedures to maximize learning. f. Communicates effectively with both internal and external audiences about the operations of the school.
Standard #4	<p>An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Engages family and community by promoting shared responsibility for student learning and support of the education system. b. Promotes and supports a structure for family and community involvement in the education system. c. Facilitates the connections of students and families to the health and social services that support a focus on learning. d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
Standard #5	<p>An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Demonstrates ethical and professional behavior. b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. c. Fosters and maintains caring professional relationships with staff. d. Demonstrates appreciation for and sensitivity to diversity in the school community. e. Is respectful of divergent opinions.
Standard #6	<p>An educational leader promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)</p> <p>The administrator:</p> <ol style="list-style-type: none"> a. Collaborates with service providers and other decision-makers to improve teaching and learning. b. Advocates for the welfare of all members of the learning community. c. Designs and implements appropriate strategies to reach desired goals.