

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

E 4319.21(a)

California Professional Standards for Educational Leaders

Standard 1. Development and Implementation of a Shared Vision:

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

A. Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

B. Developing Shared Vision: Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

C. Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Standard 2. Instructional Leadership:

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

A. Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

B. Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

C. Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

Standard 3. Management and Learning Environment:

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

A. Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.

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B. Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

C. Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner 3D. Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Standard 4. Family and Community Engagement:

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

A. Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

B. Community Partnerships: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

C. Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Standard 5. Ethics and Integrity:

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

A. Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.

B. Ethical Decision-Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

C. Ethical Action: Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

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Standard 6. External Context and Policy:

Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

A. Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

B. Professional Influence: Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career.

C. Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Adopted: 11-01

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