

## Additional IPLA Criteria for Mentors

The process used by the Advisory Board for identifying faculty and mentors was to do the following: First, apply the same ISSL standards with their accompanying knowledge, skills, and dispositions and, secondly, develop additional criteria for their selection as a mentor. By applying both sets of criteria, the Board was then able to select those current or former practicing professionals to lead the Academy. The following shows the additional criteria as agreed upon by the IPLA Advisory Board:

### **ISSL Standard # 1: 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)**

- ✚ Receives specialized training in group processes or facilitation
- ✚ Maintains involvement in development of building and district goals
- ✚ Facilitates school-community groups, boards, teams, advisory council
- ✚ Possesses excellent oral and written communication skills
- ✚ Demonstrates ability to link vision to student success with proven results
- ✚ Maintains involvement in development of Comprehensive School Improvement Plan (CSIP)
- ✚ Maintains commitment to student success
- ✚ Demonstrates honesty and integrity in dealing with staff, parents, and community

### **ISSL Standard # 2: 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)**

- ✚ Promotes a safe, disciplined and caring school environment
- ✚ Participates in planning and implementing school curriculum
- ✚ Measures student progress as defined in the CSIP plan and reported by the Annual Progress Report (APR)
- ✚ Utilizes educational research as it applies to curriculum and professional development
- ✚ Models life-long learning
- ✚ Makes coherence out of complexity
- ✚ Personalizes teaching and learning
- ✚ Applies goals to all students
- ✚ Emphasizes a standards-based curriculum where “less is more”

### **ISSL Standard # 3: 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)**

- ✚ Maintains working relationships with custodians, bus drivers and all support staff
- ✚ Understands the budget
- ✚ Uses various resource possibilities, i.e. grant writing, partnerships, alternative methods, sharing, etc.
- ✚ Participates in district safety team and in prevention programs and strategies
- ✚ Promotes high expectations for student learning
- ✚ Understands and manages the structure of the school

**ISSL Standard # 4: 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)**

- ✚ Attends parent/teacher conferences and school activities; i.e. concerts, athletic events. etc.
- ✚ Leads district and community needs assessments
- ✚ Participates in community organizations; i.e. Lions, Kiwanis, Economic Development, etc.
- ✚ Promotes public relations
- ✚ Support other staff

**ISSL Standard # 5: An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (Ethics)**

- ✚ Exhibits honesty
- ✚ Treats all students and staff equally: does not play favorites
- ✚ Maintains respect and trust by peers
- ✚ Maintains open door policy
- ✚ Assists in appropriate problem-solving
- ✚ Understands change and helps others navigate through change
- ✚ Exhibits enthusiasm, energy and hopefulness
- ✚ Builds relationships
- ✚ Articulates a moral purpose
- ✚ Encourages trust and decency

**ISSL Standard # 6: 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)**

- ✚ Joins School Administrators of Iowa and other professional organizations
- ✚ Attends professional workshops and is knowledgeable in current issues
- ✚ Keeps abreast of and involved in political events and current legislation concerning schools and children
- ✚ Implements policies and procedures as intended by the district board and suggests and drives needed changes
- ✚ Promotes school improvement and growing in learning for all students
- ✚ Models democratic and equitable practices

Cohorts of Iowa Principal Leadership Academy are comprised of a Cohort Director and over 20 faculty, each supported by several mentors. The Cohort Director brings to the program established leadership as a teacher, principal and superintendent. Each of the faculty and mentors brings to the program the experience, qualifications, and expertise to carry out their roles and responsibilities on the particular ISSL Standard for which they were selected. They model continuous learning and have the passion to improve their existing skills. The Advisory Board serves as the decision-making body.

In addition, a Technology Rubric has been developed with the expectation that each candidate reach a 4 or 5 proficiency level as they work through the content of the ISSL Standards.