Maryland Instructional Leadership Framework
Performance Criteria for Maryland Programs Preparing Candidates for the Administration I Certificate

Instructional Leadership Outcome	*Program Indicators*
1. *Facilitate the Development of a School Vision.*	1.1. Provide evidence that your candidates complete the program with the skills and knowledge required for developing a written school vision that encompasses the values, challenges, and opportunities for the academic, social, and emotional development of each student.
	1.2. Document ways that your candidates complete the program with the ability to ensure that all school staff members and other stakeholders are able to articulate the vision.
	1.3. Document ways that your candidates will function with the foresight to conduct periodic collaborative review of the vision by stakeholders.
	1.4. Provide evidence that candidates complete the program fully prepared to align resources to support the school vision.
2. *Align All Aspects of a School Culture to Student and Adult Learning.*	2.1. Provide evidence demonstrating that candidates complete the program prepared to lead dealings with students, staff, and parents through mutual respect, teamwork, and trust.
	2.2. Provide evidence demonstrating that candidates complete the program with high expectations for all students and teachers in a culture of continuous improvement.
	2.3. Provide evidence that candidates are prepared to lead schools through effective school leadership teams.
	2.4. Provide evidence that candidates leave with the ability to sponsor effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning.

	2.5. Describe how candidates demonstrate the skills and dispositions for sharing leadership and collaborative decision making among stakeholders, especially teachers.
3. Monitor the Alignment of Curriculum, Instruction, and Assessment.	3.1. Document candidates' abilities to participate in ongoing conversations with teachers as to how state content standards, voluntary state curriculum, and research-based instructional strategies are integrated into daily classroom instruction.
	3.2. Document candidates' performance in making teacher assignments that are purposeful and engaging.
	3.3. Document candidates' performance in ensuring that student work is rigorous and demonstrates new learning.
	3.4. Provide evidence that candidates complete the program prepared to ensure that assessments regularly measure student mastery of the content standards.
4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers.	4.1. Provide evidence that candidates are prepared to conduct school processes to determine what students are reading, writing, producing, and learning.
	4.2. Provide evidence that candidates complete the program prepared to use student data and data collected during the observation process to make recommendations for improvement in classroom instruction.
	4.3. Provide evidence that candidates complete the program prepared to use formal feedback during observation conferences as well as informal visits, meetings, and conversations with teachers regarding classroom instruction.
	4.4. Document how candidates are prepared to conduct regular and effective evaluation of teacher performance based on student learning.
	4.5. Document how candidates are prepared to identify and develop potential school leaders.

5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction.	5.1. Provide evidence that candidates complete the program prepared to lead schools where multiple and varied assessments are developed collaboratively.
	5.2. Provide evidence that candidates complete the program prepared to lead schools where formative assessments are a regular part of the ongoing evaluation of student performance and which serve as the basis for adjustments to instruction.
	5.3. Provide evidence that candidates complete the program prepared to lead schools where summative assessments are aligned in format and content with state assessments.
	5.4. Provide evidence that candidates complete the program prepared to lead schools where appropriate interventions for individual students are based on results of assessments.
6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction.	6.1. Provide evidence that candidates demonstrate proficiency in effectively using the appropriate technology for students, staff and administration.
	6.2. Provide evidence that candidates complete the program prepared to make regular use of the MSDE websites (Maryland Report Card and School Improvement).
	6.3. Provide evidence demonstrating that candidates have mastered the ability to review disaggregated data by subgroups.
	6.4. Provide evidence demonstrating that candidates have mastered the ability to conduct ongoing root cause analysis of student performance on school-wide data to make data driven decisions.
	6.5. Document candidates' dispositions toward holding regular collaboration among teachers on analyzing student work
7. Provide Staff with Focused, Sustained, Research-based Professional Development.	7.1. Document candidate performance that demonstrates their knowledge and skills to ensure that professional development is connected to school improvement goals and is results oriented.
	7.2. Provide evidence way that candidates are prepared to give teachers opportunities to engage in collaborative planning and critical reflection during the regular school day (job-embedded).

	7.3. Provide evidence that candidates are prepared to ensure differentiated professional development according to career stages, needs of staff, and student performance.
	7.4. Document ways that candidates leave the program prepared for their own personal involvement in professional development activities.
	7.5. Provide evidence that candidates align professional development activities with the Maryland Teacher Professional Development Standards.
8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success.	8.1. Document how candidates are prepared to lead schools where parents and caregivers are partners in the education of their children, are welcome in the school, are encouraged to participate, and are given information and materials to help their children learn.
	8.2. Document how candidates are prepared to lead schools where parents and caregivers are active members of the school improvement process.
	8.3. Document how candidates are prepared to lead schools where community stakeholders and school partners readily participate in school life.