

Urban Principal Endorsement Standards

Ohio Program Standards 2009 Grades P – 12

The Urban Principal Endorsement may be added to any standard principal license or certificate following completion of an approved program of preparation for this endorsement. The endorsement shall be valid for the same ages and grade levels as the principal license or certificate that is held by the candidate obtaining the endorsement. The approved program of preparation for the endorsement shall include an extensive structured internship during which the candidate demonstrates effective urban leadership practices.

Ohio Educator Licensure Standards for Urban Principal Endorsement

Introduction

We wish to acknowledge the following individuals who served on the Advisory Committee for "Developing a Model for Urban Leadership," and who represented teacher preparation institutions of higher education and educators from school districts in the state of Ohio:

Annie Arvidson	Teacher, Canton City Schools
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Ted Zigler	Director of Professional Development, Ohio Association of Secondary School Administrators

We wish to acknowledge the following individuals from the Ohio Department of Education who served on the Advisory Committee:

Cynthia Yoder	Executive Director, Office of Educator Quality
Carol King	Office of Educator Preparation
Deborah Miller	Office of Educator Quality
Judith Monseur	Office of Educator Quality

Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (G) (1) (d)

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State Standards

On October 11, 2005 the State Board of Education accepted the recommendation of the Educator Standards Board and adopted the Ohio Standards for Principals (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at <http://www.education.ohio.gov>.

OHIO URBAN PRINCIPAL ENDORSEMENT STANDARDS

Standard 1. Candidates help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving those goals.

- 1.1 Candidates explicitly model the values and behaviors they want the school community to reflect.
- 1.2 Candidates design and promote a school culture that values and rewards effective teaching and increased learning.
- 1.3 Candidates articulate a shared vision of continuous school improvement.
- 1.4 Candidates demonstrate the ability to establish SMART goals, and monitor progress toward achieving established goals.

Standard 2. Candidates support teachers in the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

- 2.1 Candidates recruit, develop, and support quality teachers who work effectively with students in an urban environment.
- 2.2 Candidates implement a variety of strategies for the assessment and evaluation of teachers.
- 2.3 Candidates know, understand and promote best practices based on the Ohio Academic Content Standards.
- 2.4 Candidates share current research and theory on effective, culturally relevant instruction to reduce the achievement gap.
- 2.5 Candidates have in-depth knowledge of effective instructional practices and develop safety net strategies to address the needs of ethnically, linguistically, and economically diverse students.
- 2.6 Candidates identify, analyze and use multiple data sources to evaluate student work and use as a basis for improving instruction.
- 2.7 Candidates promote and support the use of multicultural curriculum materials and resources for classroom instruction.

Standard 3. Candidates understand the change process and demonstrate skill in initiating and managing change.

3.1 Candidates use knowledge of current research-based practices on change theory, and apply those practices to the urban school context.

3.2 Candidates understand the process of innovative change and how it impacts school improvement initiatives.

3.3 Candidates establish linkage networks for continuous improvement with other schools and agencies.

3.4 Candidates demonstrate the ability to frame problems from within their schools in order to facilitate, lead, and monitor change.

Standard 4. Candidates establish and sustain opportunities for teachers to engage in collaborative learning and shared leadership that promote learning and achievement of all students.

4.1 Candidates demonstrate the ability to customize professional development content, deployment, and delivery to meet the diverse needs of both individuals and groups in urban settings.

4.2 Candidates provide meaningful, job-embedded professional development that is differentiated, relevant, and empowers teachers to share experiences.

4.3 Candidates link professional development to teachers' needs, based on teacher and student data.

4.4 Candidates demonstrate skill in deploying and assigning human resources within their building to support high levels of student learning.

Standard 5. Candidates engage families and community members in the educational process and create an environment in which community resources support student learning, achievement, and well-being.

5.1 Candidates demonstrate skill in building interpersonal relationships, and communicating clearly with all stakeholders.

5.2 Candidates demonstrate cultural competency skills by building upon the students' experiences, prior learning, talents, culture, and family values as a way of improving learning.

5.3 Candidates identify and maximize resources (e.g., social services, libraries, business partnerships) to support students and families.

5.4 Candidates value and support non-traditional family structures.