WELCOME TO SESSION 5: CRASEL ALIGNMENT TO THE PRINCIPAL PERFORMANCE OBSERVATION (PPO/MPPR), THE PROFESSIONAL LEADERSHIP STANDARDS & THE NELP STANDARDS A CLINIC & CROSSWALK

ZOOM POLL: HOW ARE YOU FEELING TODAY ON OUR FINAL DAY TOGETHER?
Let’s create mind maps to reflect our thinking around Culturally Responsive Affirming Social Emotional Leadership (CRASEL) and the Leadership Frameworks we will discuss today.

We will give you 4 minutes to gather your supplies:
Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)

HIGHLY EFFECTIVE: Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning
Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)

HIGHLY EFFECTIVE-Nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice.

Engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.
CRSE= HIGH EXPECTATIONS AND RIGOROUS LEARNING FOR STUDENTS ACROSS CONTENT AREAS!
**Domain 3** - Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every **student** by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

**Culture** (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)

**HIGHLY EFFECTIVE:**

*Engages multiple, diverse groups of stakeholders* in defining, promoting and protecting the welfare and safety of students and staff, **within and beyond school walls**
Domain 4: Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

CULTURE (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)

AND SUSTAINABILITY (a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)

HIGHLY EFFECTIVE—Engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community’s diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning

Builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts
Welcoming Activity

Be honest, are you wearing PJs right now?

- Never!
- 100% Yes
- Business on top, PJs on the bottom
- I literally changed into “real clothes” a minute ago
- Unfortunately no, I am at the office
Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of *every student* by acting with integrity, fairness, and in an ethical manner.

**CULTURE** (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)

**HIGHLY EFFECTIVE PRACTICE**

Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from *within and outside* the school, and determining how to replicate them.

Provides opportunities for *all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity*.

Creates processes that embed social justice into the fabric of the school, seamlessly integrating the *needs of individuals* with improvement initiatives, actions and decisions.
PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS: STANDARD 3 EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

**Effective leaders:**

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.

b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS:  
STANDARD 3  
EQUITY AND CULTURAL RESPONSIVENESS

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Address matters of equity and cultural responsiveness in all aspects of leadership.
Welcoming Activity

If you could travel in time, where would you go?
National Educational Leadership Preparation (NELP) Program
Recognition Standards Building Level
Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal **culturally responsive** and accessible assessments that support data-informed instructional improvement and student learning and **well-being**.
Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.
Welcoming Activity

What is your favorite kind of cake?
LET’S SHARE SOME LOVE AND GRATITUDE IN THE CHAT: PLEASE SHARE ANYTHING YOU RECEIVED THIS WEEK THAT YOU ARE GRATEFUL FOR...

THANK YOU!

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