

TENNESSEE STATE BOARD OF EDUCATION	
TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS	5.106

Effective instructional leaders ensure that school personnel, programs, procedures, and practices focus on the learning and achievement of all students. The Tennessee Instructional Leadership Standards (TILS) identify core performance indicators of ethical and effective instructional leaders. Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader’s career by setting high standards for effective leadership based upon research and best practice, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results.

The TILS embed the phrase, “ethical and effective instructional leader,” into the opening stem of each leadership standard to articulate the intrinsic nature of ethical behavior in all facets of school leadership with an emphasis on equity for educational opportunity and culturally responsive practice. Attributes such as honesty, respect, inclusiveness, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow contribute to the foundation of ethical behavior connected to leadership. “Effectiveness” refers to “educators’ capacity to meet performance expectations, implement evidence-based practices, create and sustain conditions for effective learning, and increase student learning” (Learning Forward, 2011, p. 20).

Standard A: Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader facilitates professional practice that continually improves each student’s learning.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for continuous school improvement.
2. Builds capacity of educators to provide each student a rigorous curriculum aligned with the Tennessee Academic Standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting each student’s achievement and growth.
4. Empowers educators to develop and execute interventions to address each student’s learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous school improvement.

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful, and safe environment providing equitable educational opportunities and culturally responsive practices conducive to learning and growth for each student.

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Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling, shared vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to ensure that each student has equitable access to effective teachers and meaningful, relevant, and equitable learning opportunities.
3. Fosters a safe, respectful, and orderly environment that cultivates an inclusive, caring, and supportive school community for each student.
4. Takes measures to actively involve families in the culturally responsive education of each student.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success regardless of race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of each educator by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:

1. Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling, shared vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities that promote the academic success and well-being of each student and are aligned with the *Tennessee Standards for Professional Learning*.
5. Collaborates with others to recruit, induct, support, retain, and develop effective educators using various strategies based on multiple sources of data.
6. Identifies and supports potential teacher leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

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Indicators:

1. Strategically and equitably utilizes community resources and partners to support the school's shared mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines that are equitable, culturally responsive, and aligned with district, state, and federal policy.
4. Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.