

D21Skills & ESPB Standards Cross-Walk

| D21 | ESPB |
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| <p>Setting Instructional Direction Implementing strategies for improving teaching & learning including putting improvement programs and professional development efforts into action. Developing a vision and establishing clear goals; providing direction in achieving stated goals; encouraging others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.</p> | <p>Standard 1 - Professional and Ethical Leadership The program requires the study of educational leadership foundations, current issues affecting education, decision making, problem solving, motivational theory, and professional ethics. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.</p> <p>Standard 3 - Curriculum, Instruction, Supervision, and the Learning Environment The program requires the study of curriculum, instruction, supervision, evaluation, psychology of learning, school cultures, and multiple assessments. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.</p> |
| <p>Teamwork Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishments.</p> | <p>Standard 1 - Professional and Ethical Leadership The program requires the study of educational leadership foundations, current issues affecting education, decision making, problem solving, motivational theory, and professional ethics. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.</p> <p>Standard 4 - Professional Development and Human Resources The program requires the study of personnel policies, adult learning, and procedures related to recruitment, development, evaluation, and separation from employment of school personnel. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.</p> <p>Standard 6 - Organizational Management The program requires the study of organizational theory, operational processes, management techniques, school operations, and school board relationships. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.</p> |
| <p>Sensitivity Perceiving the needs and concerns of others; dealing tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying backgrounds.</p> | <p>Standard 5 – Student Personnel Services The program requires the study of the administration of student programs, services, and activities. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.</p> <p>Standard 7 - Interpersonal Relationships The program requires the study of interpersonal relationships, communications, and issues related to diversity in a multicultural society. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.</p> |

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| Development of Others Teaching, coaching, and helping others. Providing candid and specific feedback based on observations and data. | Standard 4 - Professional Development and Human Resources The program requires the study of personnel policies, adult learning, and procedures related to recruitment, development, evaluation, and separation from employment of school personnel. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge. |
| Judgment Reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Seeking out relevant data, facts, and impressions. Analyzing and interpreting complex information. | Standard 2- Information Management and Evaluation The program requires the study of research and data-based program evaluation, management and use of information systems, planning, and education improvement processes. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge. |
| Results Orientation Assuming responsibility. Recognizing when a decision is required. Taking prompt action as issues emerge. Resolving short-term issues while balancing them against long-term objectives. | Standard 2 - Information Management and Evaluation The program requires the study of research and data-based program evaluation, management and use of information systems, planning, and education improvement processes. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge. |
| Organizational Ability Planning & scheduling one's own and the work of others so that resources are used appropriately. Scheduling flow of activities; establishing procedures to monitor projects. Practicing time & task management; knowing what to delegate and to whom. | Standard 6 - Organizational Management The program requires the study of organizational theory, operational processes, management techniques, school operations, and school board relationships. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge. |
| Oral Communication Clearly communication. Making clear oral presentations that are easy to understand. | Standard 7 - Interpersonal Relationships The program requires the study of interpersonal relationships, communications, and issues related to diversity in a multicultural society. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge. |
| Written Communication Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences. | Standard 7 - Interpersonal Relationships The program requires the study of interpersonal relationships, communications, and issues related to diversity in a multicultural society. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge. |