



Indiana Content Standards for Educators

Director of Curriculum and Instruction

Directors of Curriculum and Instruction are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this administrator license, and to use that knowledge to help administrators, teachers, and staff prepare for the challenges and opportunities of contemporary curricular leadership. This requires the ability to leverage leadership purpose and intent; deploy personal and professional composition; ensure fidelity of curriculum, instruction, and assessment; establish and maintain community partnerships; leverage instructional leadership and management; align efforts with policy and governance; and ensure school accountability.

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Director of Curriculum and Instruction Standards

Standard 1: Leadership Purpose and Intent

Directors of Curriculum and Instruction work collaboratively with other corporation leadership and staff to carry out the corporation's vision and mission and to provide instructional leadership for the development, implementation, and evaluation of educational programs to support student achievement.

Standard 2: Personal and Professional Composition

Directors of Curriculum and Instruction understand, demonstrate, and promote personal composure and action, reflected through ethical and professional norms and disposition that model reflection, fairness, integrity, transparency, and trust toward responsive, collaborative, and improved learning outcomes.

Standard 3: Curriculum, Instruction, and Assessment Alignment and Implementation

Directors of Curriculum and Instruction oversee and facilitate the design, implementation, and evaluation of curriculum, instruction, and assessment to ensure alignment with state academic standards, theories of learning and development, and pedagogy.

Standard 4: Community Partnerships

Directors of Curriculum and Instruction understand and demonstrate the capacity to engage and effectively collaborate and communicate with families, community partners, and other constituencies to benefit learners, schools, and the district as a whole.

Standard 5: Instructional Leadership and Management

Directors of Curriculum and Instruction build capacity among administrators, teachers, and staff through ongoing, customized professional learning opportunities and instructional coaching.

Standard 6: Policy, Governance, and Advocacy

Directors of Curriculum and Instruction act as agents of continuous improvement to promote student learning.

Standard 7: School Accountability

Directors of Curriculum and Instruction ensure robust and sustainable measures for school accountability.

Standard 1: Leadership Purpose and Intent

Directors of Curriculum and Instruction work collaboratively with other corporation leadership and staff to carry out the corporation's vision and mission and to provide instructional leadership for the development, implementation, and evaluation of educational programs to support student achievement. Directors of Curriculum and Instruction:

- 1.1:** demonstrate the capacity to collaboratively design, communicate, and evaluate a programmatic vision and mission for continuous improvement
- 1.2:** prioritize their responsibility to ensure student and school success through high expectations of student self-empowerment and curricular mastery of a scope and sequence of learner-centered, future-focused knowledge and skill
- 1.3:** support teachers with curriculum development, through professional development, and engagement in data-driven decision-making
- 1.4:** evaluate the effectiveness of instructional practices and programs to promote high standards of student and staff achievement.

Standard 2: Personal and Professional Composition

Directors of Curriculum and Instruction understand, demonstrate, and promote personal composure and action, reflected through ethical and professional norms and disposition that model reflection, fairness, integrity, transparency, and trust toward improved learning outcomes. Directors of Curriculum and Instruction:

- 2.1** possess a willingness and ability to exhibit measured, ethical, and reflective behavior conducive to personal and professional interactions when working with colleagues and stakeholders to advance the educational success of students and schools through personal and program improvement
- 2.2** take action to model and display self-awareness and resiliency in doing the hard work of continuous school improvement while making difficult and challenging decisions with fairness, integrity, and transparency

Standard 3: Curriculum, Instruction, and Assessment Alignment and Implementation

Directors of Curriculum and Instruction oversee and facilitate the design, implementation, and evaluation of curriculum, instruction, and assessment to ensure alignment with state academic standards, theories of learning and development, and pedagogy. Directors of Curriculum and Instruction:

- 3.1** collaborate with administrators, teachers, and staff to align curriculum, instruction, and assessment within and across grade levels, among content areas, within and among buildings, and across the district
- 3.2** promote student-centered, authentic, evidence-based, research-informed, and intentionally differentiated instructional practices among teachers and staff in school buildings and across the district
- 3.3** ensure instruction meets the needs of all learners through appropriate systems of planning, delivery, support, reflection, and recursive monitoring and adjustment, through customized professional learning opportunities, instructional coaching, and use of technology
- 3.4** integrate literacy instruction aligned with research and theory to foster student reading capacities, as well as their abilities to access information and learn between and among content areas

Standard 4: Community Partnerships

Directors of Curriculum and Instruction understand and demonstrate the capacity to engage and effectively collaborate and communicate with families, community partners, and other constituencies to benefit learners, schools, and the district as a whole. Directors of Curriculum and Instruction:

- 4.1** create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students through being approachable, accessible, and welcoming to families and members of the community
- 4.2** partner with families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being
- 4.3** cultivate relationships with members of the business, civic, and philanthropic community in support of their advocacy for district, school, student, and community needs
- 4.4** maintain a presence in the community to understand its strengths and needs, develop productive partnerships, and engage its resources to maximize school improvement

Standard 5: Organizational, Operational, and Resource Management

Directors of Curriculum and Instruction build capacity among administrators, teachers, and staff through ongoing, customized professional learning opportunities and instructional coaching. Directors of Curriculum and Instruction:

- 5.1** design and implement district-wide and building-level induction, mentoring, customized professional learning opportunities, and instructional coaching to support and retain teachers and staff
- 5.2** promote collaborative practices that cultivate a professional learning community among administrators, teachers, and staff to support student learning, professional collegiality, and student well-being
- 5.3** ensure continuous improvement through effective teacher and staff collaboration, supervision, evaluation, support, and professional dialogue and feedback practices in schools and across the district
- 5.4** design opportunities for teacher instructional leadership development and pathways, including but not limited to instructional coaching, mentoring, attainment of master teacher status, and/or department or grade-level leadership
- 5.5** attend to the professional wellness and well-being of teachers and staff through open, candid, productive, and caring systems of feedback and communication

Standard 6: Policy, Governance, and Advocacy

Directors of Curriculum and Instruction act as agents of continuous improvement to promote student learning. Directors of Curriculum and Instruction:

- 6.1** demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision
- 6.2** engage in decision making while understanding the implications of district policy, applicable regulations, and laws
- 6.3** manage uncertainty, risk, competing initiatives, and change with courage and perseverance

Standard 7: School Accountability

Directors of Curriculum and Instruction ensure robust and sustainable measures for school accountability, through systemic awareness, stakeholder involvement, research-informed and evidence-based practices, financial and budgetary solvency, and with systematic data analysis informing an imperative for improvement, mindful of policy, rule, and law. Directors of Curriculum and Instruction:

- 7.1** adopt a systems perspective while promoting coherence among improvement efforts in all aspects of school organization, programs, and services

- 7.2** demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members
- 7.3** prepare the district and the community for continuous improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement
- 7.4** provide leadership to engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation of continuous school and classroom improvement
- 7.5** develop technically and fiscally appropriate systems of data collection, financial management, curricular and budgetary analysis, connecting distributive and finite school resources to the district office and external partners for support in planning, implementation, and monitoring

Alignment of Educator Standards with State and National Standards

Indiana Department of Education. (2010). *Indiana Content Standards for Educators - School Leader - District Level*. <https://www.in.gov/doe/educators/educator-licensing/indiana-educator-standards/>

National Policy Board for Educational Administration (NPBEA). (2018). *National Educational Leadership Preparation (NELP) Program Standards - District Level*. <https://www.npbea.org>

National Policy Board for Educational Administration (NPBEA). (2015). *Professional Standards for Educational Leaders 2015*. <https://www.npbea.org/psel/>