

## Core Proposition 3: Supports for Learning

### Standard Indicator 3.1: Support for Students

**The leader develops a system of collective responsibility for meeting the academic, social, emotional, and physical needs of each student.**

Accomplished principals make certain that each student is known as an individual with unique needs and strengths. They ensure that every student feels like an integral part of the learning organization and understands how their learning is important to themselves and to others. These principals reach out and make sure that opportunities exist for all students to feel that they belong, especially those who may be disengaged.

Accomplished principals ensure the attainment of student and adult learning goals. If goals are not met, these principals do what is necessary to identify the causes and work collaboratively to seek and implement remedies. They ensure that appropriate interventions are consistently provided for students and adults who are not meeting targeted goals, without compromising the opportunity for all to engage in the full program of the learning community.

Accomplished principals capitalize on the information gathered from families and personal networks, while providing interventions, support, and resources to meet students' needs.

Adapted from NBCEL, *Accomplished Principal Standards*, 1st ed. (2010, p. 40).

#### Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 3.1

- Being aware of the primary social and emotional issues students are facing and seeking available social and support services to meet student and school needs
  - *In what ways am I keeping current in my knowledge in the area of social emotional learning? How am I applying this knowledge to identifying and responding to the patterns of social and emotional needs present in our school population? Are resources for support being allocated in proportion to the numbers and need?*
- Working with the guidance department and other practitioners to provide opportunities and resources that educate staff about approaches to supporting the range of social, emotional, and developmental issues and related behaviors students may be facing or displaying that pose a risk to their ability to learn in the classroom
  - *To what extent does my staff have the resources and skills they need to support a range of student needs within the classroom? How can I collaborate with guidance and other staff to identify and deliver the training and resources that will allow them to address these needs in ways that help all students to access opportunities for learning?*

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- *What behaviors and language do I notice being used with students in classrooms and in the building that either support or detract from the social, emotional, or academic success of students? How can I communicate expectations for this to practitioners and provide feedback and support to them in this area?*
- Establishing collaborative structures and teams related to systems of intervention and support charged with continually analyzing data and other sources of information about individual students who are struggling to find social, emotional, or academic success and developing concrete short- and long-term plans for supporting and monitoring student learning and well-being
  - *What formal collaborative structures and teams exist to examine students at risk of academic failure or social and emotional crisis? Is our process of identifying students for supports data driven and clear to all staff members?*
  - *Are students at all points on the continuum of academic skills and knowledge being regularly assessed and monitored to ensure that opportunities exist for them maximize their talents, interests, and potential? How do we identify what resources might be available to best support students?*
- Monitoring the delivery and effectiveness of student support services and making adjustments based on student needs and the effectiveness of programs or personnel
  - *What programs and curriculum do we have in place for students in need of additional support for their social, emotional, and intellectual development? What process is in place to monitor the staffing, content, and delivery of these programs to ensure that they are having the necessary impact on students?*
- ***What concrete sources of evidence will I need to gather to demonstrate effective practice related to these Key Elements?***

### Professional Learning to Advance This Leadership Practice

- Collaborating with social workers, guidance counselors, the school nurse, and other clinical professionals to expand knowledge of social and emotional issues faced by students in the community and inform programmatic planning to meet student needs
- Researching or engaging in structured learning (workshops, book group, webinar, course, etc.) to learn strategies for creating a school environment that focuses on understanding the ways in which academic, social, and emotional concerns intersect, and sharing this learning through collaborative conversations and other whole-staff learning opportunities
- Investigating whole-school programs such as positive behavioral interventions and supports and responsive classroom to build common procedures, policies, language, and behaviors that can support authentic interactions among all members of the learning community that promote social and emotional learning
- Working collaboratively with staff to identify which programs or strategies offer the best and most consistent fit for the needs of the school population
- Networking with state officials, district leaders, or community partners to advocate for and coordinate support for social, emotional, and academic learning

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3.1 Support for Students: The leader develops a system of collective responsibility for meeting the academic, social, emotional, and physical needs of each student.				
	Ineffective (1) At this level, the leader...	Developing (2) At this level, the leader...	Effective (3) At this level, the leader...	Distinguished (4) At this level, the leader does one or more of the following. The leader...
LEPG Rubric Performance-Level Descriptors	<ul style="list-style-type: none"> <li>Does not engage staff in considering strategies to address students' social and emotional learning competencies.</li> <li>Does not implement a <b>system of intervention and support<sup>a</sup></b> to the academic, social-emotional, and physical needs of each student.</li> <li>Has <b>inefficient or contradicting</b> systems or processes in place to support students socially, emotionally, and intellectually in their development, learning, and achievement.</li> <li>Does not allocate adequate staffing or funding to social and clinical support services.</li> <li>Does not communicate with students and parents/caregivers about the availability of social and clinical support services.</li> </ul>	<ul style="list-style-type: none"> <li>Considers strategies to address students' social and emotional learning competencies but does not support or monitor implementation of such strategies.</li> <li>Implements a data-driven <b>system of intervention and support</b> to examine the academic, social-emotional, and physical needs of each student that includes monitoring program progress, funding, and staffing to ensure equitable access.<sup>b</sup></li> <li>Ensures appropriate communication occurs with students and parents/caregivers about the availability of social and clinical support services.</li> </ul>	<ul style="list-style-type: none"> <li><b>Promotes and supports</b> the implementation of strategies to proactively address students' social and emotional learning competencies <b>with other staff</b>.</li> <li><b>Adjusts</b> the data-driven, multi-tiered <b>system of intervention and support</b> to examine the academic, social-emotional, and physical needs of each student and to address such needs in <b>collaboration with staff</b>.<sup>c</sup></li> <li><b>Adjusts program funding and staffing</b> of social and clinical support services for students and makes adjustments.</li> <li>Collaborates with other staff to communicate with students and parents/caregivers about the availability of social and clinical support services, and monitors and adjusts communications strategies based on feedback.</li> <li>Creates and sustains a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Empowers staff to work collectively to monitor and improve programs and strategies to proactively address students' social and emotional learning competencies.</li> <li>Empowers teacher leaders, assistant principals, or others to evaluate, monitor, and adjust the school or district system of supports, including Response to Intervention, social, and clinical support services.</li> <li>Participates in district-level policy discussions regarding the effectiveness of social and clinical support services.</li> <li>Collaborates with district-level staff to communicate with students and parents/caregivers about the availability of social and clinical support services and/or other programs that may benefit the needs of their student.</li> <li>Shows innovation in finding resources and implementing services and systems of support for students.</li> </ul>
Possible Examples	<ul style="list-style-type: none"> <li>The leader has not filled a school counselor position for three months because the leader has not taken time to review the applications.</li> </ul>	<ul style="list-style-type: none"> <li>The leader employs a social worker, counselor, and nurse to provide social and emotional support. An anger management group meets weekly.</li> </ul>	<ul style="list-style-type: none"> <li>The leader seeks input from teachers and support providers on types of programs and staffing needs that would improve social and emotional supports for students. The leader ensures that all staff are thoroughly trained in programs and that the program is monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The leader advocates for additional social and emotional support staff for the school.</li> </ul>

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	<ul style="list-style-type: none"> <li>When discussing options with the parent of a student who is regularly involved in fights, the leader does not mention the anger management group lead by the social worker that meets weekly.</li> </ul>	<ul style="list-style-type: none"> <li>The leader shares the different options of social-emotional support with a parent of a student. The leader also makes sure all services are listed on the school's website.</li> </ul>	<ul style="list-style-type: none"> <li>The leader meets with a student's teacher(s) and the counselor to determine the best resources for the student. The leader meets with the parent initially to discuss the options available but then allows the counselor and/or teacher to follow up with the parent about progress.</li> </ul>	<ul style="list-style-type: none"> <li>At monthly Response to Intervention meetings, the leader has staff review and discuss the outcomes of implementation progress of programs for the student. The leader encourages staff to make suggestions for how to improve the implementation of the program.</li> </ul>

<sup>a</sup> A *system of intervention and support* may be a Response to Intervention (RTI) or other, similar program.

<sup>b</sup> For example, individualized education program (IEP) teams and guidance counselor services.

<sup>c</sup> For example, staff include individual education program teams and guidance counselor services.