

CPSEL 5: Ethics and Integrity

5.1: Maintain Ethical Standards of Professionalism

The school leader practices leadership from a base of personal and professional ethics that place the good of students, families, and staff ahead of personal interests.

Modeling and expecting mutual trust, mutual respect, integrity and compassion are core values that I live by and expect of my school community. Every school year, I make sure our school celebrates and recognizes staff who live and serve by these core values. I've included a presentation as evidence of this celebration.

It is my most utmost belief that in order for one to grow, one must reflect on a consistent basis and reach out to others for support. With the support of my programs' coach, we were able to develop our GROW professional development. This required a collaborative effort from all staff and teachers. It's ongoing growth and requires peers to hold each other accountable. A copy of the powerpoint presentation and growth form responses are included.

Year 2020 was a difficult year in education and across our nation in so many ways. Systemic racism, being one of those uncomfortable realities being faced in our nation, local communities and schools. In order to address this difficult conversation within my school community, I designated one of my teachers to represent our school as the Courageous Conversation Facilitator. At one of our area inservice meetings, she presented a Courageous Conversations About Race professional development. This was an effective and powerful tool that facilitated my staff to start the conversation about race in a comfortable and safe environment. I've included a copy of the presentation as evidence.

5.2: Guide Sound Courses of Action Using Pertinent, State-of-the-Art Methods

The school leader is highly skilled in modeling and guiding the use of relevant information, including disaggregated student data throughout the cycles of planning, implementing, evaluating, and refining programs that occur in the school.

In order to address the needs of our students and take steps to close the achievement gap, I ensure that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis. My staff, teachers and leadership teams analyze on a regular basis our school metrics in the areas of credit attainment, core course completion, attendance rates, and drop out rates. We also analyze and collaborate on strategies to address the learning gaps of all subgroups. A copy of our schools' metrics and results from our local benchmark assessment are included.

By reflecting on the data, the team is able to implement programs that will best support the needs of our students. I've included samples of Intervention and Strategies PDs that resulted from our data analysis.

5.3: Model Reflective Practice and Continuous Growth

The school leader models reflection and continuous growth by publicly disclosing and sharing her or his learning process and its relationship to organizational improvement.

Reflection is growth, being uncomfortable is growth. In order for me to grow, I frequently reach out to my staff, teachers and school community for feedback. During my first year as principal, I sent out a Fall and Spring survey. I analyzed and reflected on the feedback and I shared my

learning process and its relationship to our school improvement. I've included a copy of the results from my team.

One of my goals as a leader is to always be the role model and principal learner in my school community. By taking the initiative and reaching out to the school community for feedback, I hope to inspire them to do the same. In order to get the staff and teachers committed to reflective practice, we developed our GROW program; a practice that encourages all staff to reflect and hold each other accountable for their growth.

5.4: Sustain Professional Commitment and Effort

The school leader acts as a model of commitment and effort by demonstrating an active balance in her or his work and personal life that allows her or him to sustain focused purpose and a high level of professional performance.

As a leader, I've always believed in making education fun. I'm about choosing joy and I constantly remind the school community of the importance of choosing joy in their lives. Our area in services meetings are always packed with enrichment and growth opportunities, but always include a sprinkle of joy. This is who I am as a leader and I wish the same of my school community. A sample of an area in service meeting presentation is included, which demonstrates my balance of commitment to our school and my joyful spirit.