ISLLC Standard 1 (1C1,2): An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions:

A. Collaboratively develops, articulates, implements, and stewards a shared building/district vision and mission
B. Collects and uses data to identify building/district goals, assesses organizational effectiveness, and promotes organizational learning
C. Creates and implements plans to achieve building/district goals
D. Promotes continuous and sustainable building/district improvement
E. Monitors and evaluates building/district progress and revises plans
8C1) The teacher candidate reflects on teaching practices to refine his/her instructional process.

8N1) The new teacher applies a variety of self-assessment and problem-solving strategies for reflecting on their practice, their influence on students' growth and learning, and the complex interactions between them and applies to his/her instructional process and results and uses reflections to modify future instruction.

8D1) The developing teacher consistently engages in reflective practice and consistently applies his/her instructional process and results and uses reflections to modify future instruction.
Reflection directly references the standard [Standard 1] and shows in-depth understanding of the content, including theories to support the content. Candidate should also explain how the artifact assisted professional development and should include samples of students’ work when possible. (Double points)
Standard #1 Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.