



2014 ISLLC Standards  
**DRAFT FOR PUBLIC COMMENT**

PUBLIC COMMENT DRAFT

**PUBLIC COMMENT DRAFT – 2014 ISLLC STANDARDS REFRESH**

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

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We also offer a special thanks to all participants in the Interstate School Leaders Licensure Consortium (ISLLC) Leadership Standards Refresh Project who enthusiastically volunteered their time and energy to the challenging task of describing what effective leadership looks like today and tomorrow (a list of committee members is located later in this document). The 2014 ISLLC Standards (“the Standards”) depend upon the support and input from practicing school and district leaders, leadership educators, and other education professionals such as those on our committees to effectively pursue our mission of providing resources to guide state education policy and daily professional practice.

We are indebted to the members of the 2014 ISLLC Standards Committee and the leadership of the chair, Joseph Murphy, and the co-chair, Jacquelyn Wilson, for their excellent work on the draft of the standards that are now available for public input and comment. We also appreciate the leadership, guidance, and time devoted by the leaders of the overall project, James Cibulka and Joseph Murphy.

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- American Association of Colleges for Teacher Education (AACTE)
- American Association of School Administrators (AASA)
- Association of School Business Officials (ASBO)
- Council for the Accreditation of Educator Preparation (CAEP)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Board for Professional Teaching Standards (NBPTS)
- National Council for Accreditation of Teacher Education (NCATE)
- National Council of Professors of Educational Administration (NCPEA)
- University Council for Educational Administration (UCEA)

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- Council on Educator Development
- Denver Public Schools
- Eastern Michigan University

- Eudora Schools (Kansas Unified School District No. 491)
- Georgia Leadership Institute for School Improvement
- Gwinnett County Public Schools
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- Utah Department of Education
- Vanderbilt University
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## **Introduction: Focusing on Instructional Leadership**

The Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) are pleased to present the 2014 Interstate School Leaders Licensure Consortium (ISLLC) Standards (the Standards”). The Standards are model leadership standards that outline what education leaders should know and be able to do to ensure that all students graduating from high school are prepared to enter college or the modern workforce. These Standards outline foundational principles of education leadership, which cut across grade levels and help improve student achievement and engagement.

The first version of the ISLLC Standards was released in 1996. A 2008 update provided important, but modest, revisions to the 1996 standards.

Our understanding of effective educational leadership has grown significantly over the last 20 years. The Standards have been recast to better incorporate the expanding body of research and best practices from the field. Some components of the 2014 ISLLC Standards have been given more prominence and functions when compared to the 2008 version. This prioritization and clarification are most noticeable in the leadership domains that pertain to a school’s instructional program, culture, and human capital management, and in the enrichment of the core dynamic of the Standards. Collectively, this prioritization can be characterized as leadership for learning. This leadership for learning requires school leaders to primarily focus on supporting student and adult learning.

The Standards were developed using three sources of information. The source of information that most strongly informed the Standards is empirical evidence about effective leadership and leadership in high-performing schools. In addition to empirical research, the development of the Standards also employed the deep and practical experience of school leaders. Their experience and knowledge were conveyed through research literature and the voices of more than 1,000 practitioners at the school and district levels who participated in focus groups and completed surveys on school leadership. Finally, the Standards were informed by values such as equity and ethical conduct that are important but do not lend themselves to empirical research.

The primary goal of these Standards is to articulate what effective leadership looks like in a transformed public education system. The Standards envision public schools that empower every learner to take ownership of her or his learning, that emphasize the learning of content and application of knowledge and skill to real world problems, that value the differences each learner brings to the learning experience, and that leverage rapidly changing learning environments to maximize learning. A transformed public education system requires this new vision of leadership. These Standards are a statement of this vision for leadership, regardless of educators’ roles or at what stage they are in their careers.

The 2014 ISLLC Standards are designed to be used by all education leaders, whether at the school or district level, and those in all leadership positions, career phases, and school contexts. These Standards should guide the work of principals, assistant principals, superintendents, and teacher leaders in urban, rural, and suburban districts and school environments. In addition, the 2014 ISLLC Standards apply at every phase of leaders’ careers, from preparation for a job, to

professional development of senior leaders, to the evaluation of leaders at every phase of their careers.

The 2014 ISLLC Standards are broad policy standards that provide direction and guidance. The knowledge, skills and dispositions of the standards may need to be further articulated in order to ensure the Standards are meaningful and useful at different career stages and at varied points of influence. Appendix E contains further discussion about types of standards, and how they should be developed and implemented within a coherent leadership policy system.

It is important to note that adopting the Standards is voluntary for states. Hopefully, states will chose to adopt or adapt them as they have in the past for use in their own state contexts and incorporate the Standards and functions into their preparation, licensure, support, evaluation, and professional development programs to ensure a coherent and aligned system of school leadership.

At the same time that the Standards were being revisited, other committees within the ISLLC Refresh Project worked on standards aligned with the 2014 ISLLC Standards for principal supervisors – the central-office leaders who supervise school principals – and for education leader preparation programs. Other committees contributed to the work through a national survey of state laws, a comprehensive collection of input from the field, a catalog of tools that bring the Standards to life in various contexts, and development of specifications for new tools where gaps existed. All of these efforts will align to the 2014 ISLLC Standards.

More information on the history and background leading up to this refresh of the Standards may be found in Appendix A, Background. Appendices B, C, and D contain tables and a chart to assist in comparing the 2008 Standards to the 2014 Standards and in tracking themes throughout the Standards. Appendix E discusses how, as policy standards, the 2014 ISLLC Standards fit within a coherent leadership policy system. Appendix F charts alignment of the 2014 ISLLC Standards to the existing leadership research.

### **A New Vision of Leading for Improved Student Achievement**

The 2014 ISLLC refresh process was driven by an increased sense of urgency that every student reach high levels of achievement. Today, educators are being held to new levels of accountability for improved student outcomes. The 2014 Standards embrace this new emphasis and describe what it takes for education leadership to drive student achievement. The Standards are based on an understanding of current research on education leadership, with the acknowledgment that research on how students learn and strategies for engaging learners are evolving more quickly than ever. Additionally, not everything required of educator leaders - for example ethical practices - can be informed by empirical research. The 2014 ISLLC Standards promote a new paradigm for leading education and call for a new infrastructure of support for professionals in leadership roles in that system. Appendix B (Table 1 – What’s New in ISLLC 2014?) highlights some of the changes found in ISLLC 2014 as compared to ISLLC 2008. Domains such as instructional improvement, distributed leadership, human capital management, equity and access, technology, and continuous improvement emphasize the new educational context in which today’s leaders serve. Appendix C, Figure 1 highlights how the 2008 and 2014 Standards align (Figure 1, Alignment: 2008 v. 2014 ISLLC).

## Using the 2014 ISLLC Standards

The Standards are most useful when they inform and guide the development of policy and practice. Past versions of the ISLLC Standards have provided the policy framework for education leadership in 45 states and the District of Columbia. We believe that the portrait in the 2014 Standards will continue to provide the North Star for the profession of education leadership.

As did past versions, the 2014 ISLLC Standards provide guidance to states and school districts about the knowledge and skills required of education leaders to achieve the improved outcomes we want for students. The Standards provide expectations over the course of education leaders' careers: recruitment and preparation, hiring, induction, evaluation, and ongoing professional learning. This ensures we are consistent in our expectations for education leaders and persistent about preparing, evaluating, and continually supporting education leaders in developing and refining these desired abilities.

The ISLLC Standards have been most effective when states and districts engage all affected stakeholder groups in conversations about the knowledge, skills and dispositions articulated in the Standards, and then adapt or adopt the Standards for use in state or district contexts and processes. Involving stakeholders in these discussions helps to ensure that they are invested in the standards adapted or adopted locally and understand the qualities and characteristics desired in education leaders.

States should use the Standards to inform preparation of education leaders, to identify the leadership qualities they seek in all education leaders – principals, assistant principals, teacher leaders, and others. States and districts can then use this knowledge to recruit and hire candidates who possess the requisite characteristics. The 2014 ISLLC Standards have helped to inform the development of the National Leadership Preparation Standards (NLPS) and Accreditation Review Process (formerly Educational Leadership Constituent Council (ELCC)). These guide the preparation of education leaders and the process through which preparation programs seek accreditation from the Council for the Accreditation for Educational Preparation (CAEP).

Once such candidates are hired, the Standards can be used to guide induction and mentoring programs for education leaders to ensure that they continue to develop as effective leaders and to offer these new leaders the early-career support they need. The 2014 ISLLC Standards can also be an important component of state or district systems designed to support and evaluate education leaders by articulating valued leader behaviors and knowledge. With a clear sense of what is valued, those designing professional learning experiences can use the Standards to engage education leaders and help them continually improve their knowledge and skill.

The table “Themes at a Glance” (Appendix D, Table 2) illustrates the key themes that run through the refreshed leadership standards and drive improved student learning.



## Next Steps

The publication of the 2014 ISLLC Standards does not end the work. CCSSO is seeking public comment on this current draft. The members of the ISLLC Standards Refresh Committee will review the comments and make any necessary refinements to the Standards before they are published. Additionally the Standards will be periodically reviewed to ensure their continuing relevance and completeness. To that end, the Committee will recommend procedures for an ongoing process for review of the leadership standards.

As noted, the Committee drafted aligned standards for Principal Supervisors and are working on revised National Leadership Preparation Standards and Process (formerly ELCC). Work will be done to publish those standards over the next year for states and programs to adopt/adapt them to their situations.

The Committee has begun to catalog tools for bringing the Standards to life in professional practice. This catalog will be analyzed to determine gaps in addressing the Standards, and specifications will be drafted for development of new tools aligned to the refreshed Standards. As was done in 2008, companion guides will be developed to accompany the Standards.

The Committee's work already is contributing to the field, including a national survey of states' laws, regulations, and policies on leadership. The Committees are working with others to find a home for this body of knowledge so that it may be continually updated and available to the public.

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**2014 ISLLC Standards for School Leaders**

## Standard 1: Vision and Mission

**An educational leader promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling that is shared by all members of the school community.**

***Functions:***

- A. Collaboratively develops, implements, and promotes a shared vision and mission for quality teaching and learning
- B. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Creates and implements plans to achieve goals
- D. Promotes continuous and sustainable improvement
- E. Monitors and evaluates progress and revises plans
- F. Acts in ways that consistently reflect the school's/district's vision, mission, and values

## Standard 2: Instructional Capacity

**An educational leader promotes the success and well-being of every student by enhancing instructional capacity.**

***Functions:***

- A. Recruits and hires effective teachers and other professional staff
- B. Develops individual and collective capacity of staff
- C. Ensures on-going and differentiated professional learning
- D. Supports staff with human, financial, and technological resources
- E. Employs research-anchored and valid systems of performance management
- F. Buffers learning and teaching from disruptive forces
- G. Provides emotional support to staff teachers and other professional staff



### **Standard 3: Instruction**

**An educational leader promotes the success and well-being of every student by promoting instruction that maximizes student learning.**

***Functions:***

- A. Maintains a culture of high expectations and challenge
- B. Ensures a focus on authenticity and relevance in instruction
- C. Ensures that instruction is anchored on best understandings of child development
- D. Ensures strengths-based approaches to learning and teaching
- E. Ensures the use of effective pedagogy to close learning gaps
- F. Provides ongoing, salient, informative, and actionable feedback to teachers and other professional staff
- G. Ensures the use of pedagogy that treats students as individuals and promotes self-esteem
- H. Ensures the presence of culturally congruent pedagogy and assessment
- I. Monitors instruction and instructional time
- J. Employs technology in the service of teaching and learning

### **Standard 4: Curriculum and Assessment**

**An educational leader promotes the success and well-being of every student by promoting robust and meaningful curricula and assessment programs.**

***Functions:***

- A. Ensures program rigor
- B. Ensures culturally relevant curricula and assessments
- C. Maximizes opportunity to learn
- D. Ensures authentic learning and assessment experiences
- E. Emphasizes assessment systems congruent with understandings of child development and standards of measurement
- F. Ensures the use of learning experiences that enhance the enjoyment of learning

## **Standard 5: Community of Care for Students**

**An educational leader promotes the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care.**

### ***Functions:***

- A. Ensures the formation of a culture defined by trust
- B. Ensures that each student is known, valued, and respected
- C. Ensures that students are enmeshed in a safe, secure, emotionally protective, and healthy environment
- D. Ensures that each student has an abundance of academic and social support
- E. Ensures that each student is an active member of the school

## **Standard 6: Professional Culture for Teachers and Staff**

**An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff.**

### ***Functions:***

- A. Develops productive relationships and trust
- B. Nurtures a commitment to shared goals
- C. Provides for collaborative work
- D. Facilitates shared ownership
- E. Develops collaborative leadership skills
- F. Promotes a climate of collective efficacy
- G. Fosters and supports the growth of trust
- H. Nurtures a culture of shared accountability

## **Standard 7: Communities of Engagement for Families**

**An educational leader promotes the success and well-being of every student by promoting communities of engagement for families and other stakeholders.**

### ***Functions:***

- A. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- B. Nurtures a sense of approachability and sustains positive relationships with families and caregivers
- C. Builds and sustains productive relationships with community partners in the government, non-profit, and private sectors
- D. Advocates for policies and resources for the community
- E. Understands and engages with community needs, priorities, and resources
- F. Communicates regularly and openly with families and stakeholders in the wider community

## **Standard 8: Operations and Management**

**An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.**

### ***Functions:***

- A. Develops and demonstrates well-honed interpersonal skills
- B. Manages student behavior with a focus on learning
- C. Ensures effective leadership throughout the school or district
- D. Crafts and connects management operations, policies, and resources to the vision and values of the school
- E. Monitors and evaluates all aspects of school or district operations for effect and impact
- F. Ensures the implementation of data systems that provide actionable information
- G. Uses technology at the school or district to improve operations
- H. Manages organizational politics with an eye on school or district values and mission
- I. Enables others to understand and support relevant laws and policies
- J. Acts as a steward of public funds
- K. Develops and manages relationships with the district office or the school board

## **Standard 9: Ethical Principles and Professional Norms**

**An educational leader promotes the success and well-being of every student by adhering to ethical principles and professional norms.**

### ***Functions:***

- A. Nurtures the development of schools that place children at the heart of education
- B. Acts in an open and transparent manner
- C. Maintains a sense of self-awareness and attends to his or her own learning
- D. Works to create productive relationships with students, staff, parents, and members of the extended school community
- E. Maintains a sense of visibility and is approachable to all stakeholders
- F. Acts as a moral compass for the school or district
- G. Safeguards the values of democracy, equity, justice, community, and diversity

## **Standard 10: Equity and Cultural Responsiveness**

**An educational leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school.**

### ***Functions:***

- A. Ensures equity of access to social capital and institutional support
- B. Fosters schools as affirming and inclusive places
- C. Advocates for children, families, and caregivers
- D. Attacks issues of student marginalization; deficit-based schooling; and limiting assumptions about gender, race, class, and special status
- E. Promotes the ability of students to participate in multiple cultural environments
- F. Promotes understanding, appreciation, and use of diverse cultural, ecological, social, political, and intellectual resources

## Standard 11: Continuous School Improvement

**An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.**

***Functions:***

- A. Assesses, analyzes, and anticipates emerging trends to shape school or district decision making
- B. Initiates and manages system-wide change
- C. Enables others to engage productively with change experiences
- D. Navigates change in the midst of ambiguity and competing demands and interests
- E. Promotes a culture of data-based inquiry and continuous learning
- F. Maintains a systems perspective and promotes coherence across all dimensions of the school or district
- G. Promotes a culture of collective direction, shared engagement, and mutual accountability

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## Appendices

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## Appendix A - Background

The 2014 ISLLC Standards, which place great emphasis on the instructional leadership responsibilities of school and district leaders, provide a common vision for effective educational leadership. The extensive use of the Standards to guide leadership preparation, practice, professional learning, and evaluation has solidified their role as the *de facto* national education leadership standards. As such, the Standards have served as a basis for developing a coherent leadership development pipeline. In addition, the almost universal use of the Standards by states as a guide for the preparation, practice, and evaluation of education leaders enables comparisons across states. At the national level, the Council for Accreditation of Educator Preparation (CAEP) and its predecessor, the National Council for Accreditation of Teacher Education (NCATE), have used a modified version of these Standards, the Educational Leadership Licensure Consortium Standards (ELCC), to guide their leadership preparation program reviews since 2001.

In the mid-1990s, the first set of national standards for education leaders was developed under the auspices of the stakeholder groups in educational administration that compose the National Policy Board for Educational Administration (NPBEA). The standards work was organized and facilitated by the Council of Chief State School Officers with the writing team led by Joseph Murphy of Vanderbilt University and Neil Shipman of the University of North Carolina-Chapel Hill. The name of the standards reflected the collaboration of states, known as the Interstate School Leaders Licensure Consortium (ISLLC), to produce the standards for states to use to guide certification, evaluation, professional learning, program approval and accreditation policies and practices. The first set of ISLLC standards were published in 1996, and within a decade, they had become almost universally accepted across the United States as model standards for education leaders. By 2005, 45 states had adopted or slightly adapted the standards, or had relied upon them to develop their own set of state standards (Murphy, Young, Crow, & Ogawa, 2009; Sanders & Simpson, 2005).

The ISLLC standards were updated and revised in 2008 because educators wanted to ensure the standards were relevant and current. Leaders Richard Flanary (NASSP) and Joe Simpson (CCSSO) solicited input about the standards from education leaders, researchers, and other leadership stakeholder groups. In addition to the 2008 ISLLC Standards, *Performance Expectations and Indicators for Education Leaders*, a companion guide to the *Educational Leadership Policy Standards: ISLLC 2008* was created. The explicit description of individual ISLLC standard expectations through dispositions, elements, and indicators helped to operationalize the policy standards.

Since this 2008 update of the Standards, performance expectations for education leaders have increased significantly. States collaborated on the development of world-class student standards that are fewer, higher, and clearer than previous state standards in order to increase student learning. This step, along with the other state and federal reforms, shifted the overarching role of school and district leaders from managing orderly environments to leading instruction for improved student learning. Furthermore, the continued need for the management of school facilities and processes requires that school leaders appropriately distribute and share leadership responsibilities with others in the school community. School and district leaders are expected to shape a collective vision of student success, to create a school culture that promises success for each and every student, and to purposefully distribute leadership roles and

responsibilities to other administrators and teachers in their schools to improve teaching and learning and increase student achievement.

These major education reforms have made district and education leaders central to a system that requires them to ensure that each child is ready for college and career upon graduation from high school and that each teacher effectively meets the diverse learning needs of his/her students on a daily basis. Furthermore, school principals and district administrators are expected to lead the full implementation of student content standards, which require the transformation of instruction, the use of more rigorous assessments, and the adoption and implementation of educator evaluation and support systems.

These reforms led to a call to action for states and educator preparation programs to ensure that our principals are school-ready. The definition of a school-ready educational leader is described in the December 2012 CCSSO report titled *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*.

[School-ready principals are] ready on day one to blend their energy, knowledge, and professional skills to collaborate and motivate others to transform school learning environments in ways that ensure all students will graduate college and career ready. With other stakeholders, they craft the school's vision, mission, and strategic goals to focus on and support high levels of learning for all students and high expectations for all members of the school community.

To help transform schools, they lead others in using performance outcomes and other data to strategically align people, time, funding, and school processes to continually improve student achievement and growth, and to nurture and sustain a positive climate and safe school environment for all stakeholders. They work with others to develop, implement, and refine processes to select, induct, support, evaluate, and retain quality personnel to serve in instructional and support roles.

They nurture and support professional growth in others and appropriately share leadership responsibilities. Recognizing that schools are an integral part of the community, they lead and support outreach to students' families and the wider community to respond to community needs and interests and to integrate community resources into the school (CCSSO, 2012, p. iv).



## Appendix B

**Appendix B: Leadership Practice in Today's Context  
(Table 1)**

	<b>ISLLC 2008</b>	<b>ISLLC 2014</b>
1. Designed to help raise student achievement	X	X
2. Focuses on instructional leadership	X	X
3. Designed to serve as a broad set of guidelines that states may adapt to their own policy context	X	X
4. Provides high-level guidance and insight to policymakers about the traits, functions of work, and responsibilities they will ask of their school and district leaders	X	X
5. Clarifies expectations for professional development and performance of veteran educational leaders	X	X
6. May be adapted to serve as a basis for developing descriptors of practice from aspiring to retiring education leaders	X	X
7. Gives some standards more prominence; more functions are added to standards for clarity		X
8. Prioritizes and clarifies the domains of leadership of the school's instructional program and culture		X
9. Supports all education leaders at the school and district levels, not just school principals		X
10. Highlights community, justice, and improvement in schools		X
11. Focuses on shared or collaborative leadership, as opposed to a single leader		X
12. Focuses on cultural relevance		X
13. Focuses on continuous school improvement		X
14. Expands treatment of ethical and professional norms		X

Appendix C

Appendix C: Alignment: 2008 v. 2014 ISLLC

(Figure 1)



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## Appendix D

### Appendix D: Themes at a Glance<sup>1</sup>

(Table 2)

Where is ...?	In Standards ...
Collaborative/Distributive Leadership	Standard 6: Professional Culture for Teachers and Other Professional Staff An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff.
Continuous School Improvement	Standard 11: Continuous Improvement An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.
Cultural Responsiveness	Standard 10: Equity and Cultural Responsiveness An educational leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school.
Curriculum and Assessment	Standard 4: Curriculum and Assessment An educational leader promotes the success and well-being of every student by promoting robust and meaningful curricula and assessment programs.
Equity	Standard 10: An educational leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school.
Family and Community Engagement	Standard 7: Communities of Engagement for Families An educational leader promotes the success and well-being of every student by promoting communities of engagement for families and other stakeholders.
Finance	Standard 8: Operations and Management An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.
Human Capital Management	Standard 2: Instructional Capacity An educational leader promotes the success and well-being of every student by enhancing instructional capacity.
Instruction	Standard 3: Instruction An educational leader promotes the success and well-being of every student by promoting instruction that maximizes student learning.
Operations and Management	Standard 8: Operations and Management An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.

<sup>1</sup> NOTE with Public Comment Draft: Additional entries and references to functions will be completed after public comment and any resulting changes.

Policy	Standard 8: Operations and Management An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.
Professional Culture	Standard 6: Professional Culture for Teachers and Other Professional Staff An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff.
Professional Practice	Standard 6: Professional Culture for Teachers and Other Professional Staff An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff. Standard 9: Ethical Principles and Professional Norms An educational leader promotes the success and well-being of every student by adhering to ethical principles and professional norms.
Responsive Systems of Professional Learning	Standard 2: Instructional Capacity An educational leader promotes the success and well-being of every student by enhancing instructional capacity.
Shared Accountability	Standard 6: Professional Culture for Teachers and Other Professional Staff An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff.
Student Well-Being	Standard 5: Community of Care for Students An educational leader promotes the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care.
Systems Change	Standard 11: Continuous Improvement An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.
Technology	Standard 2: Instructional Capacity An educational leader promotes the success and well-being of every student by enhancing instructional capacity. Standard 3: Instruction An educational leader promotes the success and well-being of every student by promoting instruction that maximizes student learning. Standard 8: Operations and Management An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.
Use of Data	Standard 11: Continuous Improvement An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.
Vision, Mission and Goals	Standard 1: Vision and Mission An educational leader An educational leader promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling that is shared by all members of the school community.

## Appendix E

### Appendix E: Standards in the Context of a Coherent Leadership Policy System

It is important to understand how the 2014 ISLLC Standards and other standards work together. The 2014 ISLLC Standards are **policy standards** that consist of a framework of eleven descriptions of what a school leader needs to know and be able to do to be effective in improving instruction and student learning. Each Standard includes a list of specific **functions** that define each standard further.

The Standards serve as a national model of standards for states to adapt or adopt. As is noted, the Standards are designed for all education leaders in all different leadership positions, career phases, and school contexts. The broadness of these standards allow them to be used by states in discussing the important role education leaders play in supporting effective instruction and improving student achievement. This common understanding and agreement then can be translated into state-level policy (laws, regulations, and other guidance) from which a coherent leadership support system can be developed. However, the generality of *policy standards* means that much more detail is required to operationalize the Standards at different career stages, at varied points of influence, and in different contexts. That is, the Standards are written for the policy level. Each function in the Standards requires more explicit detail to be brought to life in the varied contexts in which they are used (e.g., in preparation programs, in evaluation systems for principals and superintendents, in professional development systems, etc.).

This additional detail is found in **content standards, preparation standards, performance standards, leader assessments, district-developed standards, and evaluation tools**, which are informed by the 2014 ISLLC Standards and articulate the standards in greater detail as they pertain to specific leadership roles. By aligning policy, content, preparation, and performance standards, a state is able to create a coherent leadership policy system. In a coherent leadership policy system, key policies and programs are aligned to support coherent and mutually reinforcing systems for recruitment, training, certification, induction, mentoring, assessment, evaluation, support, succession, and professional development of leaders. When aligned with each other, these policies support quality leadership, effective teaching, and student learning.<sup>2</sup>

#### Key Components of Coherent Leadership Policy Systems

- **Leadership Policy Standards** such as the refreshed 2014 ISLLC Standards serve as national models for state leadership standards. States typically adopt or adapt the national policy standards so that they reflect their own state context and inform the development of content, preparation/program, and performance standards. **Policy standards** consist of a framework describing what school leaders need to know and be able to do to be effective in improving instruction and student learning. The related

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<sup>2</sup> Sanders, N.M. & Simpson, J (2005). State policy framework to develop highly qualified educational administrators. Washington, D.C.: Council of Chief State School Officers.

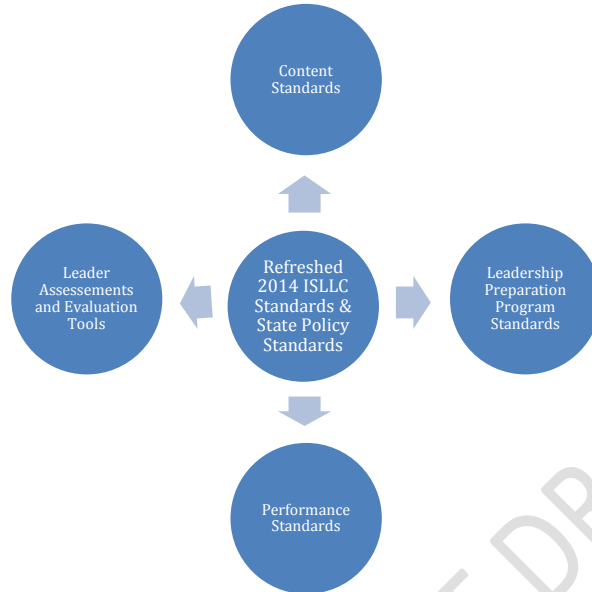
- functions** inform and support the practice of the particular school leaders by sharing **how** the standards can be attained.
- **Content Standards** provide states and districts with a model of **what** a school leader in a particular role (e.g., principal, superintendent, principal supervisor, etc.) needs to know and be able to do. The related **functions** inform and support the practice of the particular school leader by sharing **how** the standards can be attained. An example of content standards is the Model Principal Supervisor Standards that CCSSO and NPBEA are currently developing.
  - **Leadership Preparation Program Standards** provide guidance concerning the knowledge and skills associated with quality school and district leadership, and thus serve as the foundation for the preparation of education leaders. In addition, these standards also can be used to guide accreditation of administrator preparation programs and are used in some states for professional development programs toward certification. Program standards are exemplified by the National Council on Accreditation of Teacher Education (NCATE) administrator preparation Program Standards (NCATE/ELCC, 2012), developed by the Education Leaders Constituent Council (ELCC). The development of newly aligned National Leadership Preparation Standards and Accreditation Review Process will be one of the next steps in the CCSSO/NPBEA ISLLC Refresh Process.
  - **Performance standards** serve as a guide for implementing the ISLLC *policy standards* for education leaders by helping to measure **how well** a leader performs under the standard. *Performance standards* help make *policy standards* operational by presenting them as they might be observed in practice in different leadership positions and at different points of a career, often with related rubrics. The performance standards use observable and measurable language that describes current responsibilities of leaders. They provide an important component of coherent state and local policy systems. The purpose of the performance standards and rubrics is to provide a bridge from the content standards to observable *indicators* that help districts measure how well a particular education leader's behavior embodies each standard.<sup>3</sup> The development of performance standards will be one of the next steps in the CCSSO/NPBEA ISLLC Refresh Process.<sup>4</sup>
  - **Leader Assessments and Evaluation Tools** provide data and diagnostic information about education leader performance and development across the career continuum. The development of leader assessments and evaluation tools will be one of the next steps for education leaders.

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<sup>3</sup> Sanders, N.M. & Kearney, K.M. (2008). Performance Expectations and Indicators for Education Leaders, D.C.: Council of Chief State School Officers.

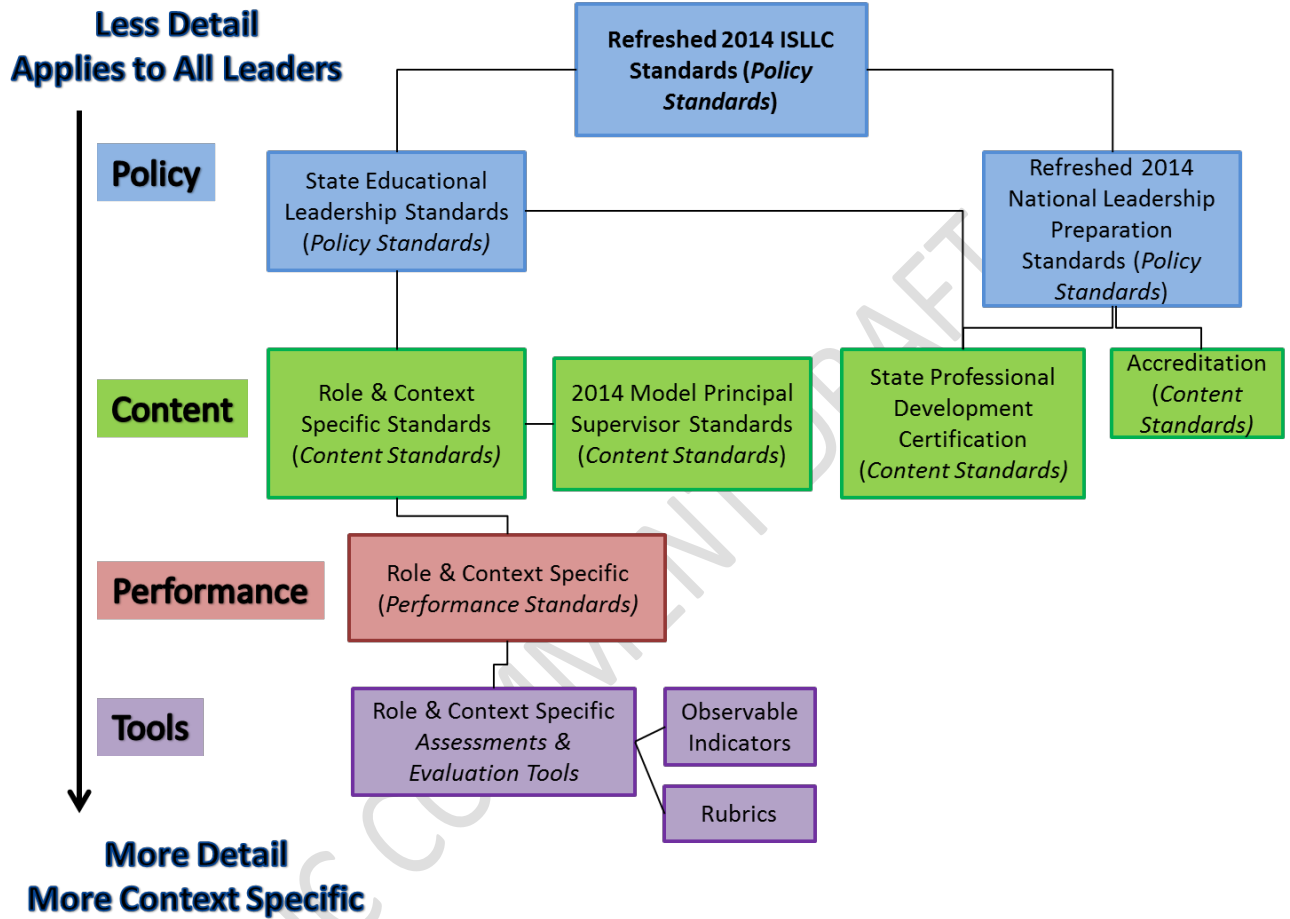
<sup>4</sup> Performance Standards development will be recommended by the Tools Committee of the ISLLC Refresh Projects.

## Key Components of a State Coherent Leadership Policy System



The 2014 ISLLC Standards not only inform the development and implementation of each state's leadership standards, but they also inform the development or adaptation of individual district leadership standards. *District leadership standards* are based on the national and state policy standards, but focus on a particular role and context (i.e., the roles of school principals, leaders in schools with a disproportionate number of students performing below standard, leaders in schools that are rural and isolated; leaders in high poverty schools, etc.). Districts that develop or adapt their own leadership standards based on the national and state policy standards internalize a common understanding of education leadership across their schools and districts that result in strong ownership and commitment to the realization of the highest levels of leadership practice.

## The Relationships among Policy, Content and Performance Standards





## Appendix G - Glossary of Terms

<p><b>Content Standards</b></p>	<p><b>Content standards</b> provide states and districts with a model of <b>what</b> a school leader in a particular role (e.g., principal, superintendent, principal supervisor, etc.) needs to know and be able to do. An example of <b>content standards</b> is the Model Principal Supervisor Standards that CCSSO and NPBEA are currently developing.</p>
<p><b>Functions</b></p>	<p>Each Standard includes a list of specific <b>functions</b> that define each standard further. The related <b>functions</b> inform and support the practice of the particular school leader by sharing <b>how</b> the standards can be attained.</p>
<p><b>Leader Assessment &amp; Evaluation Tools</b></p>	<p><b>Leader Assessments and Evaluation Tools</b> provide data and diagnostic information about education leader performance and development across the career continuum. That data and diagnostic information is used to inform support and professional development.</p>
<p><b>Performance Standards</b></p>	<p><b>Performance standards</b> serve as a guide for operationalizing policy standards by presenting them as they might be observed in practice – in different leadership positions and at different points of a career. The <b>performance standards</b> use observable and measurable language that describes current responsibilities of leaders. The purpose of the performance standards and rubrics is to provide a bridge from the content standards to observable <b>indicators</b> that help districts measure <b>how well</b> a particular educational leader enacts each standard.</p>
<p><b>Policy Standards</b></p>	<p><b>Policy standards</b> consist of a framework of descriptions of what any school leader needs to know and be able to do regardless of job title or stage of progression through the pipeline. Policy standards outline leadership knowledge, behaviors, and dispositions, not job responsibilities in specific contexts. They are general; they push the professional in specific directions. They serve as a national model for states to develop their own leadership standards. They are broader than content standards and need more specificity depending upon the leader context.</p>
<p><b>Preparation Standards (Leadership Preparation Program Standards)</b></p>	<p><b>Leadership Preparation Program Standards</b> provide guidance concerning the knowledge and skills associated with quality school and district leadership and for the base for the preparation of educational leaders. These standards can also be used to guide accreditation of administrator preparation programs and for professional development programs towards certification.</p>