

Council of Chief State School Officers
State Consortium on Education Leadership

PERFORMANCE STANDARDS *and* INDICATORS *for* EDUCATION LEADERS

ISLLC-Based Models

Limited Print Edition for Contributors
Pending Publication & Release
by the Council of Chief State School Officers



Nancy M. Sanders, Ph.D.
Council of Chief State School Officers
and
Karen M. Kearney, WestEd
Editors
2008

THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) 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.

THE STATE CONSORTIUM ON EDUCATION LEADERSHIP

The State Consortium on Education Leadership (SCEL) is convened by the Council of Chief State School Officers to share state policies and develop needed resources for improving education leadership. State education agency (SEA) personnel requested assistance with improving education leadership at all levels, and particularly as a means of improving low-performing districts and schools. In the current federal and state policy environment, SEA staff also need to increase their leadership capacity at the state level for assisting local leaders and for intervening in low-performing districts and schools.

PERFORMANCE STANDARDS AND INDICATORS FOR EDUCATION LEADERS: ISLLC-BASED MODELS

The Performance Standards and Indicators for Education Leaders: ISLLC-Based Models and other documents and services were developed with the assistance of representatives from SEAs and were funded through state participation fees in the Council's State Consortium on Education Leadership. Representatives of member states contributed extensively to the development, writing, and national process of reviewing and editing these products.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Rick Melmer (South Dakota), President
Elizabeth Burmaster (Wisconsin), Past President
T. Kenneth James (Arkansas), President-Elect
Gene Wilhoit, Executive Director

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
Phone (202) 336-7000 _ Fax (202) 408-8072

National Collaboration to Develop the Performance Standards and Indicators for Education Leaders

Dear Colleagues,

We are delighted to make available the *Performance Standards and Indicators for Education Leaders: ISLLC-Based Models*. The Performance Standards and Indicators are a long-awaited product of a national collaboration among state education agency (SEA) officials. They describe observable expectations that are embedded in leadership policy standards, such as the *ISLLC Standards for School Leaders* (CCSSO, 1996). They are a scaffold for translating the ISLLC and other standards into policies, programs, and practice and are a key component of state systems to provide effective leadership.

The SEA contributors to this document represent 25 states that provided staff time and resources for writing, reviews, and revisions. SEA contributors brought to the task a rich mix of knowledge and experience gained from leadership roles in schools, districts, and state-level policy arenas. They lead a variety of SEA policy endeavors in administrator certification/licensure, accrediting and monitoring preparation programs, administrator assessment and evaluation, recruiting and training leaders in academies and other settings, and developing innovative strategies for the challenges facing states on how to recruit, train, support, and retain effective education leaders.

Exciting approaches to improving leadership are underway in states. Contributors generously shared state products and resources. They engaged hundreds of professionals and stakeholders in systematic reviews of draft content and language over a two-year period. Reaction from the field has been uniformly positive. Administrators, university faculty, and program providers report that the Performance Standards and Indicators have immediate applications in their work. The enthusiastic reception by reviewers highlights the accuracy of our contributors' insights as to what is needed in the field. The quality of this product reflects their dedication and commitment to providing effective leadership, educational excellence, and equity for every student.

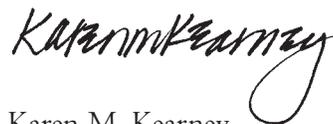
Writing the Performance Standards and Indicators was carried out under the aegis of the Council of Chief State School Officers. In 2003, the Council convened a State Consortium on Education Leadership (SCEL) for states to share information, resources, and expertise and to collaborate on national products. The ambitious agenda taken on by the SCEL has required a great deal of time, patience, and persistence of participants, particularly to find funding in their states and reach consensus across state policy and contextual differences. Member states paid for the work through SCEL participation fees, and SEA contributors moved drafts forward in national meetings, online, and in state outreach efforts.

The contributors considered a wide array of options about what education leaders should know and do, now and in the future. They developed a truly national perspective on leadership expectations that transcends differences in state and local settings. They challenged each other to think deeply about research, practice, needs of future leaders, and how performance descriptors could convey high expectations during a time of change, increasing accountability and pressures on educators. They decided to set high standards for leaders that are attainable over time, through careful career planning and quality professional development. The process and products of this collaboration have already contributed to national impetus for updating the ISLLC Standards and developing new national assessments for certification/licensure.

The Wallace Foundation has generously funded a coordinated release of the *Performance Standards and Indicators for Education Leaders: ISLLC-Based Models* with the newly updated ISLLC Policy Standards and other major leadership products. The coordinated release is designed to help education leaders understand and use the products and leverage their impact in a crowded landscape of leadership services and strategies. We are pleased to provide the Performance Standards and Indicators as part of the Council's contributions to the national collaborations and products. We congratulate SEA contributors on their foresight in taking on this task and for their commitment to improving education leadership in every state, district, and school, and most importantly, for every student in America.



Nancy M. Sanders
Director, State Consortium on
Education Leadership, CCSSO



Karen M. Kearney
Director of Leadership Initiatives,
WestEd

TABLE OF CONTENTS

Introduction

Performance Standards and Indicators for Education Leaders: ISLLC-Based Models	6
Building on the ISLLC Standards	9
Description of the Performance Standards and Indicators	11
Summary	17

Performance Standards

Overview of the Six Standards and Elements	18
Performance Standard 1: Vision and Goals	20
Performance Standard 2: Teaching and Learning	23
Performance Standard 3: Managing Organizational Systems and Safety	27
Performance Standard 4: Collaborating with Key Stakeholders	30
Performance Standard 5: Ethics and Integrity	33
Performance Standard 6: The Education System	36

Appendix

Appendix A	39
Appendix B	45

PERFORMANCE STANDARDS AND INDICATORS FOR EDUCATION LEADERS: ISLLC-BASED MODELS

“The Performance Standards and Indicators represent a current consensus about the most important actions required of education leaders to improve instruction and student achievement. Their main purpose is to provide a resource for states, districts, and programs to analyze their expectations for education leaders.”

Expectations about the performance of education leaders have grown and expanded considerably beyond traditional definitions of administrative roles. Responsibilities of education leaders now far exceed what individual administrators in schools and districts can carry out alone. State and federal requirements to increase student learning require a shift in leadership, from managing orderly environments in which teachers work alone in their classrooms to one in which administrators, teachers, and others share leadership roles and responsibilities. Research and best practice indicate the value of collaborating on shared vision, goals, and work to carry them out in order to ensure that every student learns at high levels.

For the past four years, the Council of Chief State School Officers has convened state education agency (SEA) officials to share information and work on ways to improve education leadership policies and practices. The State Consortium on Education Leadership (SCEL) developed the Performance Standards and Indicators for Education Leaders as a resource for states and educators to improve leadership at all levels. They were developed through extended dialogue among state education agency representatives.

The process of cross-state dialogue and contributions; extensive experience of representatives from states that have different policy strategies; a variety of state administrator standards; and recent research and best practice guidance from across the country and internationally help make this product useful and applicable across differences in the contexts of leader development and support.

Current National Consensus about Education Leader Performance

The Performance Standards and Indicators represent a current consensus about the most important actions required of education leaders to improve instruction and student achievement. Their main purpose is to provide a resource for states, districts, and programs to analyze their expectations for education leaders. They are also intended to support national, state, and local dialogue about how to improve performance by emphasizing the most critical on-the-job actions of education leaders that increase learning of all students.

Contributors

ALABAMA

Ruth Ash

Deputy State Superintendent of Education
Alabama Department of Education

ARKANSAS

Teri DorrOUGH

Administrator, Induction Program Advisor
Arkansas Department of Education

Kristi Pugh

Administrator, Licensure Program Advisor
Arkansas Department of Education

Donna Zornes

Coordinator, Office of Teacher Quality
Arkansas Department of Education

ARIZONA

Jan Amator

Deputy Associate Superintendent
Arizona Department of Education

Tacy Ashby

Deputy Superintendent of Public Instruction
Arizona Department of Education

René Diaz

Executive Director, SAELP
Arizona Department of Education

Kathleen Wiebke

Deputy Associate Superintendent
Arizona Department of Education

CALIFORNIA

Phil Lafontaine

Educational Administrator I
California Department of Education

Kathleen McCreery

Consultant
California Department of Education

Sue Stickel

Associate Superintendent
California Department of Education

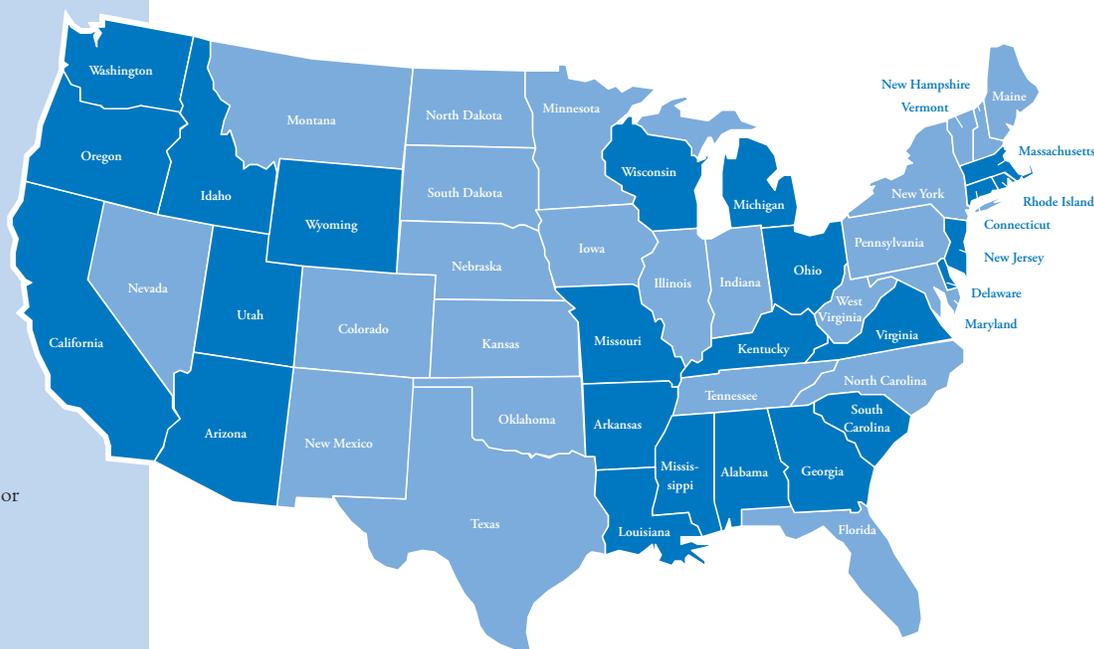
CONNECTICUT

Anna Cutaia-Leonard

Education Consultant
Connecticut State Department of Education

Sharon M. S. Fuller

Education Consultant
Connecticut State Department of Education



Emphasizing *performance* standards helps make professional expectations or standards operational by representing them as they might be observed in practice—in different positions and at different points of a career. The Performance Standards and Indicators provide observable and measurable language that describes current consensus about the responsibilities of leaders.

Policies That Support Quality Leadership, Effective Teaching, and Every Student Learning

In a coherent policy system, different sorts of policies and resources are needed. Not all standards are the same. Lessons learned in implementing standards-based reforms—whether to improve learning for students, teachers, or leaders—are that different types of standards have to be appropriately matched with the purposes they are intended to serve. For example, the *ISLLC Standards for School Leaders*¹ have been widely used as guides for framing leadership concepts in state policy standards. However, they are less useful and were not developed for purposes such as designing programs, tests, or evaluation tools.

The Performance Standards and Indicators provide a crucial part of a coherent policy system. They help translate and operationalize broader policy-oriented standards in more specific state standards, local contexts, and designs for leadership programs, tests, and evaluation instruments. These

¹ Council of Chief State School Officers. (1996). *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders*. Washington, DC: Author. Available at <http://www.ccsso.org/content/pdfs/isllcstd.pdf>.

Larry Jacobson
Education Consultant
Connecticut State Department of Education

DELAWARE

Wayne Barton
Director of Professional Accountability
Delaware Department of Education

Patricia Carlson
Executive Director
Delaware Principals' Academy

GEORGIA

Randall Dobbs
Senior Academic Advisor
Georgia's Leadership Institute for School Improvement

Ann Duffy
Director of Policy Development
Georgia's Leadership Institute for School Improvement

IDAHO

Sally Tiel
Supervisor, Curriculum, Instruction & Assessment
Idaho State Department of Education

KENTUCKY

Robert Brown
Division Director
Education Professional Standards Board

Cindy Owen
Division Director
Education Professional Standards Board

Marilyn Troupe
Director, Division of Education Preparation
Education Professional Standards Board

LOUISIANA

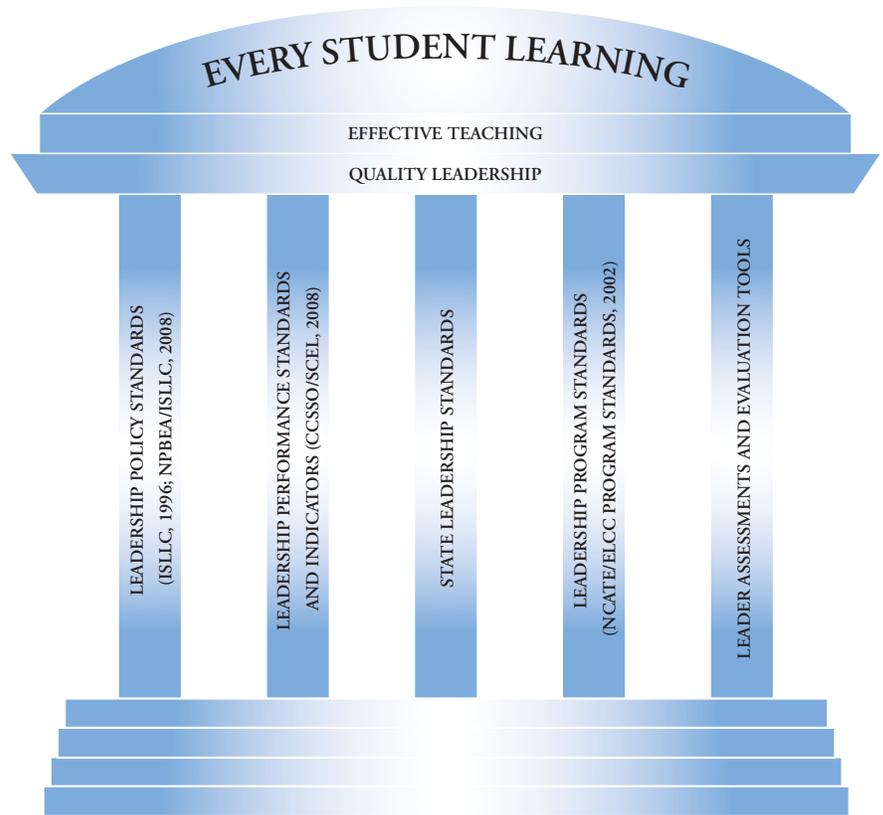
Janet G. Broussard
Director
Division of Leadership and Technology
Louisiana Department of Education

Nicole Honore
Assistant Director
Louisiana Department of Education

Tiffanye Thomas
Educational Consultant
Louisiana Department of Education

MASSACHUSETTS

Elizabeth Pauley
Director, Leadership Initiatives
Massachusetts Department of Education



system components form the structural pillars needed to support quality leadership, effective teaching, and every student learning. When aligned with each other, these different types of standards form a strong and coherent policy system.

- **Leadership Policy Standards (ISLLC, 1996; NPBEA/ISLLC, 2008)²**
The *Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA)* on December 12, 2007 updates the ISLLC Standards to reflect current state and national contexts. The Education Leadership Policy Standards identify broad leadership expectations, leadership functions, and research that exemplifies the leadership functions.
- **Leadership Performance Standards and Indicators (CCSSO/SCEL, 2008)** *Performance Standards and Indicators for Education Leaders: ISLLC-Based Models (2008)* from the Council's State Consortium on Education Leadership (SCEL), describe consensus about the most important expectations for education leaders in the current policy context. They provide a bridge from broad policy standards to observable performance expectations that help enact leadership standards in state policies and programs.

² Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration on December 12, 2007. Washington, DC: Author. Available: http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf

MICHIGAN

Catherine Smith

Supervisor
Michigan Department of Education

MISSISSIPPI

Daphne Buckley

Assistant Superintendent for Quality Professionals
and Special Schools
Mississippi Department of Education

Gwenda Purnell

Special Assistant
Mississippi Department of Education

MISSOURI

Doug Miller

Coordinator, Professional Development
Missouri Department of Elementary and Secondary
Education

NEW JERSEY

Wendy Webster O'Dell

Coordinator of Educational Leadership
New Jersey Department of Education

OHIO

Deborah Miller

Consultant, SAELP Project Manager
Ohio Department of Education

Lucille Ozvat

Project Manger
Ohio Department of Education

Cynthia Yoder

Executive Director, Center for the Teaching Profession
Ohio Department of Education

OREGON

Robert Larson

SAELP Director & Federal Liaison
Oregon Department of Education

RHODE ISLAND

Mary Canole

Director, Progressive Support & Intervention
Rhode Island Department of Education

Todd Flaherty

Deputy Commissioner
Rhode Island Department of Elementary and
Secondary Education

SOUTH CAROLINA

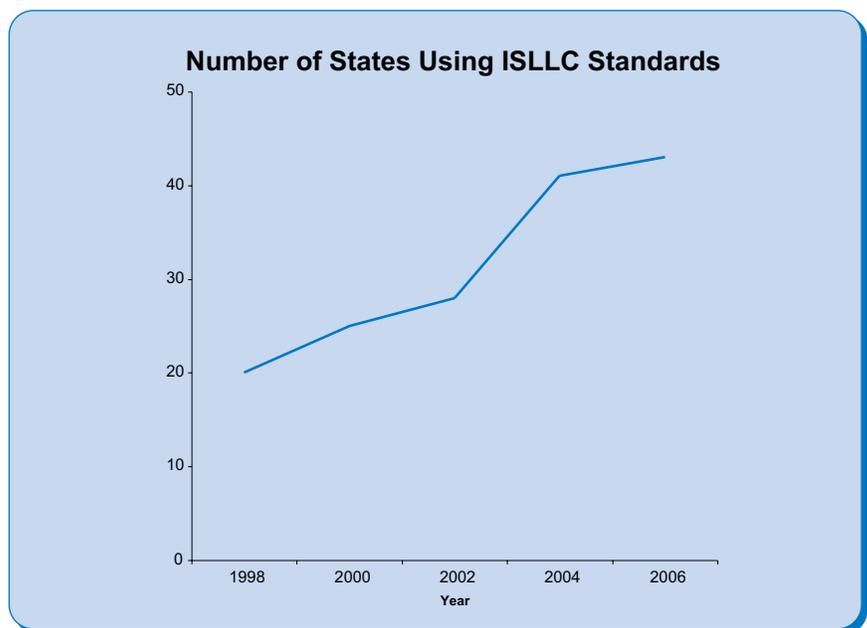
Mark Bounds

Deputy Superintendent
South Carolina Department of Education

- **State Leadership Standards³** are developed by states to guide and align state systems of expectations for education leaders within state contexts. Most states have used the ISLLC Standards (1996) in developing and aligning their state standards systems.
- **Leadership Program Standards**, as modeled in the NCATE/ELCC Program Standards⁴ (2002, to be revised in 2009) guide accreditation of administrator preparation programs and approval of professional development programs for certification.
- **Leader Assessments and Evaluation Tools** provide data and diagnostic information about education leader performance in specific areas. The data guide programs and individual professional learning plans for continuous improvement along the career continuum.

Building on the ISLLC Standards

To help understand and use this new set of performance standards across different policy contexts and settings, they have been framed within the core concepts and well-known language and structure of the ISLLC Standards. The ISLLC Standards have been widely used as a resource in states to develop administrator licensure standards and guide accreditation of administrator preparation programs. They provide a common reference point for connections among varied conceptions of leadership.



³ See Sanders, N.M. & J. Simpson. (2005). State policy framework to develop highly qualified educational administrators. Washington, D.C.: Council of Chief State School Officers, available at http://www.ccsso.org/projects/state_consortium_on_education_leadership/Publications_and_Products

⁴ Available at <http://www.ncate.org/>

Janice Poda
Deputy Superintendent
South Carolina Department of Education

UTAH

Larry Shumway
Associate Superintendent
Utah State Office of Education

Ray Timothy
Associate Superintendent
Utah State Office of Education

VIRGINIA

Douglas Fiore
School Leadership Specialist
Virginia Department of Education

WASHINGTON

Larry Lashway
Program Specialist
Office of the Washington Superintendent of Public Instruction

WISCONSIN

Mary Jane Best.Louther
Coordinator, License Stages
Wisconsin Department of Public Instruction

WYOMING

Carol Illian
Title II Program Manager
Wyoming Department of Education

Joe Simpson
Deputy State Superintendent of Public Instruction
Wyoming Department of Education

AMERICAN SAMOA

Lisa Mapu
Program Director, School Leaders
American Samoa Department of Education

DISTRICT OF COLUMBIA

Ken Bungert
Director
District of Columbia Public Schools

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Nancy Sanders, Consultant
Director, State Consortium on Education Leadership
Council of Chief State School Officers

Karen Kearney, Consultant
Co-Facilitator, State Consortium on
Education Leadership
Director, Leadership Initiatives, WestEd

As indicated in the graph, state use of the ISLLC Standards has steadily increased over the past decade. In 2006, 43 states reported adopting, adapting, or using the ISLLC Standards in developing state leadership standards⁵.

The National Council on Accreditation of Teacher Education (NCATE) uses administrator preparation program standards developed by the Education Leaders Constituent Council (ELCC) in 2002 that are based on the ISLLC Standards. The program standards are widely used by states as part of the criteria to accredit administrator preparation programs for certification. (The NCATE/ELCC Program Standards, 2002, are expected to be revised in 2009).

Testing companies use the ISLLC Standards to reference key knowledge and skills in leadership assessments. States and districts refer to the ISLLC Standards in recruitment, professional development, and evaluation activities. The ISLLC Standards are often referred to as de facto national leadership standards, so they serve as the basis to align different types of standards and policies about administrator certification, preparation, and assessment.

Continuity between the ISLLC Standards and other types of standards helps states and districts with policy transitions over time. By linking to the ISLLC Standards, new policies and programs can be phased in. Some states refer to the ISLLC Standards in statute and or policy guidance documents, so maintaining the links among the ISLLC Standards, new standards products, and standards-based policies helps people understand and implement changes. This relationship also provides a foundation for aligning a system of standards-based resources and programs. (The 1996 ISLLC Standards are included in Appendix A, Cross-Referencing the Performance Standards and Indicators and the ISLLC Standards.)

The ISLLC Footprint

The Performance Standards and Indicators are based on the central conceptions in the ISLLC Standards, augmented and updated to the current policy context. The ISLLC Footprint consists of the six main standards, expanded to include changes since the original standards were written over a decade ago. For example, Standard I, usually referred to as “Vision,” is now tagged as “Vision and Goals” to capture increased emphasis on accountability for student achievement and school goals in current state and federal policies.

The diagram below illustrates how the six main standards relate to each other in light of current policies and research. For many users, Standard 2, “Teaching and Learning,” is the central focus. In this conception, the other standards all interact with and contribute to Standard 2 and to each other.

⁵Toye, C.; Blank, R.; Sanders, N.; and Williams, A. (2007). Key State Education Policies on PK-12 Education: 2006. Washington, DC: Council of Chief State School Officers. Available at: http://www.ccsso.org/Projects/State_Education_Indicators/Key_State_Education_Policies/



Dispositions

Dispositions were represented in the original ISLLC Standards to highlight that basic values toward action underlie the work. Dispositions are referred to by some as attitudes, the tendency to act on beliefs, underpinnings of individual work, ways of being, or a moral compass. The Performance Standards and Indicators exemplify fundamental assumptions, values, and beliefs about what is expected of current education leaders. Performance Standard I, “Vision and Goals,” for example, rests on assumptions that a leader values and believes in high, measurable expectations for all students and educators. If leaders question whether all students and educators are capable of high expectations or that such goals are measurable, they will be less effective in carrying out the work described in the Performance Standards and promoting learning for every student.

Dispositions have been influential in emphasizing the underlying assumptions, values, and beliefs appropriate to an education system that is dedicated to high expectations for each and every student. In order to maintain this emphasis, key dispositions are listed with each Performance Standard to remind users of their importance when they interpret and operationalize Indicators.

Discussing and analyzing dispositions, the relationships between leaders’ assumptions, beliefs, and attitudes and goals for teaching and learning are a key in reaching standards of high-quality leadership. Effective leaders analyze their beliefs as part of reflective practice. It can be helpful for policymakers to analyze relationships between the dispositions and the performance standards to understand how dispositions are embedded and incorporated into performance and whether they align with fundamental assumptions, values, and beliefs in particular educational environments.

“Performance standards and indicators describe what effective education leaders *do* to promote quality teaching and every student learning. They detail how leaders approach their work in ways that are observable and measurable.”

DESCRIBING THE PERFORMANCE STANDARDS AND INDICATORS

In developing the Performance Standards and Indicators, the State Consortium on Education Leadership agreed upon a working definition of *performance standards*: observable and measurable demonstrations that leaders do what is needed to ensure effective teaching and successful learning by every student. Therefore, in this document, *performance* standards and indicators describe what effective education leaders *do* to promote quality teaching and every student learning. They detail how leaders approach their work in ways that are observable and measurable.

Performance standards and indicators are key components of a policy system. They link broad policy standards, such as the ISLLC Standards, to more specific policies, programs, and practices. For example, state leadership standards and research consistently emphasize the importance of a leader’s vision for improving low-performing schools and districts. However, knowing that effective leaders are expected to *have* a vision of learning (policy) and knowing what to *do* to develop an effective vision (performance) are different types of knowing. Both are important, but conceptual understanding works well for broad policy discussions, while performance descriptions provide a working model better suited for targeting professional learning and assessment.

A sample indicator in Performance Standard I, “Vision and Goals” says what a leader would do related to having a vision for learning.

A leader uses multiple sources of information and analyzes data about current practices and outcomes to shape a vision and goals with high, measurable expectations for all students and educators.

This performance indicator helps focus current and aspiring leaders on specifics of what to do:

- identify and use multiple sources of information
- analyze data about current practices and outcomes in ways that help to shape a vision and goals
- shape a vision and goals with high, measurable outcomes

Format of the Performance Standards

The format of the Performance Standards and Indicators is a progressively more specific set of performance-based descriptors, proceeding from the most general Standard level to the most specific Indicator level.

1

PERFORMANCE STANDARD 1: Vision and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning and setting high expectations for every student.

2

- Dispositions exemplified in Standard 1: *Education leaders believe in, value, and are committed to*
- Every student learning
 - High expectations for all
 - Continuous improvement using evidence
 - Collaboration with all stakeholders
 - Examining assumptions and beliefs

3

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for sharing a vision and setting goals that are high and achievable for every student when provided with appropriate, effective learning

4

Element A. Vision and Goals

The vision and goals establish high, measurable expectations for all students and educators.

Indicators: A leader...

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision and goals with high, measurable expectations for all students and educators.
2. Aligns the vision and goals to school, district, state, and federal policies (such as content standards and achievement targets).
3. Incorporates diverse perspectives and crafts consensus about vision and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
4. Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

5

Element B. Shared Commitments to Implement the Vision and Goals

The process of creating and sustaining the vision and goals is inclusive, building common understandings and genuine commitment among all stakeholders to implement vision and goals.

Indicators: A leader...

1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision and goals.
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision and goals.
3. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
4. Communicates and acts from shared vision and goals so educators and the community understand, support, and act on them consistently.
5. Advocates for and acts on commitments in the vision and goals to provide equitable, appropriate, and effective learning opportunities for every student.

Model

- 1 A broad Performance Standard based on the central concept(s) in the original ISLLC Standard
- 2 Dispositions that are most central to and reflected in the Performance Standard
- 3 A Narrative that lays out the basic concepts in the standard
- 4 One to three major components called Elements that serve as organizers for performance indicators
- 5 Performance Indicators that describe the actions and behaviors required to meet the Performance Standard

Comprehensive Expectations of Education Leaders

The Performance Standards and Indicators are deliberately comprehensive to be relevant to a wide range of aspiring and practicing leaders in many different positions and settings. They are not a checklist from which every administrator either passes or fails to meet a standard. Instead, the Performance Standards and Indicators are intended to inform deliberation and decisions about expectations for leaders in policies, programs, and practices, at different career stages and in differentiated leadership roles.

For example, preparation program faculty can use the Performance Standards and Indicators to prioritize knowledge and skills that are most important for an entry-level or initially certified administrator. Assessment directors could select or develop tests that measure and diagnose how well leaders demonstrate the most important aspects of leader performance at specific certification stages, rather than adopting tests that set a “do no harm” threshold for state certification. District leaders can use the Performance Standards and Indicators to structure induction activities for new principals.

Professional or policy standards, such as state leadership standards, tend to be broadly stated in order to represent a range of ideals and expectations. To help prioritize the most critical aspects of leadership, the Performance Standards and Indicators can be used to engage stakeholders in dialogue about expectations at specific career stages or in particular leadership roles. The Performance Standards and Indicators provide a way to sequence expectations and learning to make them more manageable and guide continuous improvement throughout careers.

Distributed Leadership Across Formal Roles

Given the current demands of the principalship, research and experience suggest that teacher leaders can and should perform some of these expectations, possibly as part of distributed leadership teams that support high-quality teaching and increased learning of all students. In 2006, 33 states reported that they differentiate certification policies and standards by administrative role. Many reported having standards for traditionally specialized roles such as counseling, business administrators, and curriculum supervisors. Others have or are developing expectations for teacher leaders who have specific responsibilities for instructional leadership.

Leadership Development Along the Career Continuum

Education leaders in different positions and at different points in their careers are expected to demonstrate *many* of these performances at

increasingly high levels of effectiveness. Few principals, superintendents, instructors, or mentors would be expected to demonstrate mastery levels in *all* of the Performance Standards and Indicators.

To support strategic learning plans along the career continuum, some states have adopted standards-based criteria for approving professional development that applies to recertification requirements.

Benchmarking the Indicators

Benchmarking the indicators helps to prioritize and define expectations for specific roles at stages along a career continuum. For example, Performance Standard I, Vision and Goals: A leader uses multiple sources of information and analyzes data about current practices and outcomes to shape a vision and goals with high, measurable expectations for all students and educators.

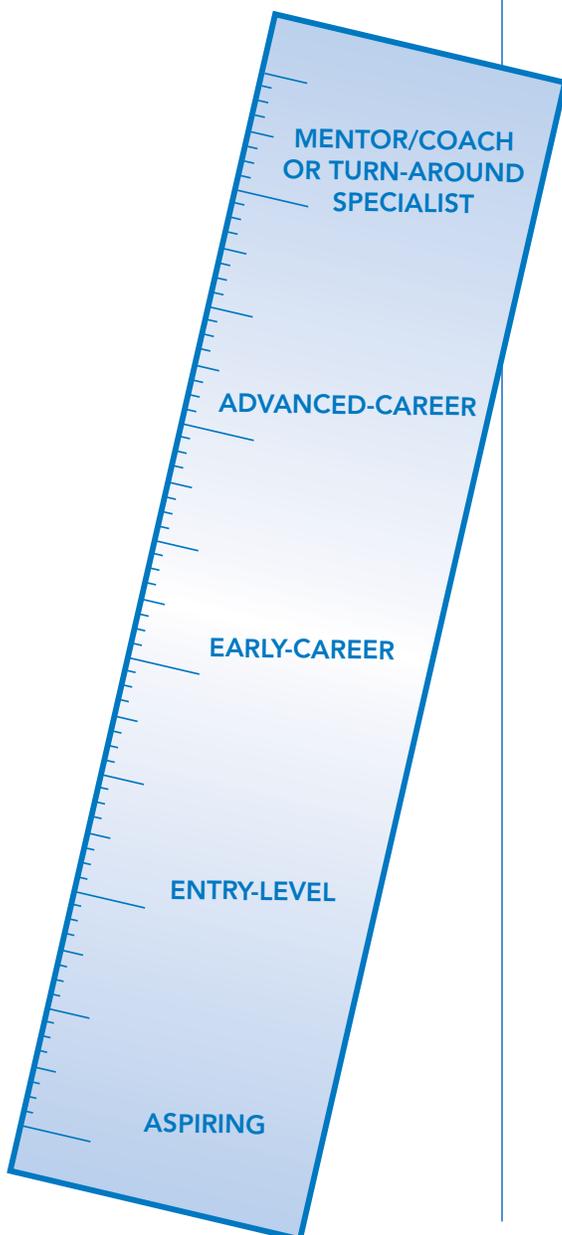
A leader uses multiple sources of information and analyzes data about current practices and outcomes to shape a vision and goals with high, measurable expectations for all students and educators.

Sample benchmarks along the career continuum might be

- An *aspiring* education leader uses information and data about current practices in a high school academic department, grade-level team, school, or district to help develop or revise a vision and goals.
- An *entry-level* education leader analyzes multiple sources of information and data about current practice prior to developing/revising a vision and goals, with assistance of mentors, coaches, or other experts.
- An *early-career* education leader uses multiple sources and types of information and analyzes data about current practices by working with local assessment staff and other experts to develop or revise a vision and goals.
- An *advanced-career* education leader examines the basis for data and conclusions, including extensive information from a variety of data sources, guiding educators and the community in analyzing the quality and meaning of data for improving learning of all students.
- A *mentor/coach or turn-around specialist* education leader teaches and models a variety of methods for gathering and analyzing multiple sources of information and data about current practices and outcomes used in developing a student-centered vision and goals.

Guiding Principles

Guiding principles that were used to frame the development of the



Performance Standards and Indicators include those established for the ISLLC Standards:

- Standards should reflect the centrality of student learning.
- Standards should acknowledge the changing role of the school leader.
- Standards should recognize the collaborative nature of school leadership.
- Standards should be high, upgrading the quality of the profession.
- Standards should inform performance-based systems of assessment and evaluation for school leaders. Standards should be integrated and coherent.
- Standards should be predicated on the concepts of access, opportunity, and empowerment for all members of the school community.

The new Performance Standards and Indicators are further guided by agreements that

- Standards should be performance-based and observable for varied uses and stakeholder discussions of policies, programs, assessments, and personnel evaluation.
- Standards should be based on research that assists with selecting effective practices and interpreting and implementing them effectively in specific contexts.
- Performance standards should be organized to engage users around major ideas and issues in responsibilities of education leaders. They should not be a linear progression or checklist.
- Performance standards should be educative (to borrow a concept from John Dewey). They should be used for dialogue and to challenge current assumptions, deepen and share understanding, and lead to continued learning about what education leaders need to know and do.

Important Characteristics of the Performance Standards and Indicators

The Performance Standards and Indicators for Education Leaders differ from the original ISLLC Standards in the following ways:

1. The language is more consistently *performance-based* to enhance operationalization in certification policies, programs and program accreditation criteria, diagnostic measures of individual and program strengths and weaknesses, and specifications for standards-based licensure assessments.
2. The content reflects *major changes during the past decade* in state and federal policies and extensive research about leadership; specifically, policies requiring increased achievement of all students, closing achievement gaps, and consequences of high-stakes accountability for educators.

“The Performance Standards and Indicators are a critical component in a complex system of leadership development and serve as a resource to guide and support the high-quality leaders needed in our nation’s districts and schools.”

3. The Elements and Indicators represent conceptual groupings to assist in program planning and individual professional development plans. They are organized to assist users in prioritizing, distributing, and sequencing expectations.
4. The term *education leaders* is used to indicate that the expectations extend beyond school administrators to include those who have responsibility for and exert influence over the education system at all levels. Education leaders include school principals, teacher leaders, and department chairs; district leaders in various positions such as superintendents, curriculum supervisors, assessment directors, and professional development providers; and state-level leaders who provide interventions in failing schools, turn-around specialists, and those who set certification, testing, and program criteria.
5. The term *education leaders* indicates that extensive expectations in the Standards are greater than a single administrator might reasonably be expected to attain, particularly entry-level and early-career administrators. These extensive expectations should be prioritized and distributed across education leadership roles to ensure that the responsibilities are appropriately allocated and monitored; to guide leaders developing capacities across a career continuum of roles and responsibilities; and to ensure that together, leaders provide what all teachers and students need to learn well.

SUMMARY

The Performance Standards and Indicators for Education Leaders: ISLLC-Based Models represents a current national consensus about the most important observable aspects of education leaders’ work. These standards build on the footprint of the original ISLLC Standards (1996) and contribute to use of the new ISLLC Policy Standards. The Performance Standards and Indicators are a critical component in a complex system of leadership development and serve as a resource to guide and support the high-quality leaders needed in our nation’s districts and schools.

The list of standards and indicators begins next, with a two-page overview of the six performance standards and major elements. Additional materials are provided in appendices.

Appendix A, Cross-Referencing the ISLLC Standards (1996) and the Performance Standards and Indicators: provides a crosswalk that helps users navigate the different types of standards

Appendix B, Role of Contributors and Summary of the Review and Comment Process: provides comments from nationwide process of reviews by administrators, program faculty, and other stakeholders and their suggestions for using the Performance Standards and Indicators.

PERFORMANCE STANDARD 1: Vision and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning and setting high expectations for every student.

Element A. Vision and Goals: The vision and goals establish high, measurable expectations for all students and educators.

Element B. Shared Commitments to Implement the Vision and Goals: The process of creating and sustaining the vision and goals is inclusive, building common understandings and genuine commitment among all stakeholders to implement vision and goals.

Element C. Continuous Improvement toward the Vision and Goals: Continuous improvement toward achieving the vision and goals requires effective use of research and best practices in strategic planning, change processes, allocating resources, prioritizing activities, and systematically monitoring progress.

PERFORMANCE STANDARD 2: Teaching and Learning

Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.

Element A. Strong Professional Culture: A strong professional culture supports teacher learning and shared commitments to the vision and goals.

Element B. Rigorous Curriculum and Instruction: Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.

Element C. Assessment and Accountability: Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve the vision and goals.

PERFORMANCE STANDARD 3: Managing Organizational Systems and Safety

Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A. Effective Operational Systems: Leaders distribute leadership and supervise daily, ongoing management structures and practices to enhance teaching and learning.

Element B. Aligned Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Element C. Safety and Security: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

PERFORMANCE STANDARD 4: **Collaborating with Families and Stakeholders**

Education leaders ensure the success of all students by collaborating with families and key stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

Element A. Collaboration with Families and Community Members: Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs in providing the best possible education for their children.

Element C. Building on Community Resources: Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE STANDARD 5: **Ethics and Integrity**

Education leaders ensure the success of all students by being ethical and acting with integrity.

Element A. Ethical and Legal Standards: Leaders demonstrate appropriate ethical and legal behavior expected by the profession.

Element B. Examining Personal Values and Beliefs: Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.

Element C. Maintaining High Standards for Self and Others: Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.

PERFORMANCE STANDARD 6: **The Education System**

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

Element A. Exerting Professional Influence: Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

Element B. Contributing to the Educational Policy Environment: Leaders contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.

PERFORMANCE STANDARD 1: Vision and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning and setting high expectations for every student.

Dispositions exemplified in Standard 1: *Education leaders believe in, value, and are committed to*

- Every student learning
- High expectations for all
- Continuous improvement using evidence
- Collaboration with all stakeholders
- Examining assumptions and beliefs

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for sharing a vision and setting goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

A vision and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. A vision and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis.

Leaders engage the community to reach consensus about vision and goals. To be effective, processes of establishing vision and setting goals should incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing vision and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice.

Element A. Vision and Goals

The vision and goals establish high, measurable expectations for all students and educators.

Indicators: A leader...

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision and goals with high, measurable expectations for all students and educators.
2. Aligns the vision and goals to school, district, state, and federal policies (such as content standards and achievement targets).
3. Incorporates diverse perspectives and crafts consensus about vision and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
4. Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

Element B. Shared Commitments to Implement the Vision and Goals

The process of creating and sustaining the vision and goals is inclusive, building common understandings and genuine commitment among all stakeholders to implement vision and goals.

Indicators: A leader...

1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision and goals.
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision and goals.
3. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
4. Communicates and acts from shared vision and goals so educators and the community understand, support, and act on them consistently.
5. Advocates for and acts on commitments in the vision and goals to provide equitable, appropriate, and effective learning opportunities for every student.

Element C. Continuous Improvement toward the Vision and Goals

Continuous improvement toward achieving the vision and goals requires effective use of research and best practices in strategic planning, change processes, allocating resources, prioritizing activities, and systematically monitoring progress.

Indicators: *A leader...*

1. Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.
3. Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and removes barriers to achieving the vision and goals.
5. Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
6. Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision and goals.
7. Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision and goals.

PERFORMANCE STANDARD 2: Teaching and Learning

Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.

Dispositions exemplified in Standard 2: *Education leaders believe in, value, and are committed to*

- Learning as the fundamental purpose of school
- Continuous professional growth and development
- Collaboration with all stakeholders
- Student learning
- Diversity as an asset
- Lifelong learning
- High expectations for all

Narrative

A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

A strong professional culture includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward vision and goals for student learning. They plan their own professional learning strategically, building their own capacities on the job. Leaders engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.

Element A. Strong Professional Culture

A strong professional culture supports teacher learning and shared commitments to the vision and goals.

Indicators: A leader...

1. Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
2. Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.
3. Models openness to change and collaboration that improves practices and student outcomes.
4. Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
5. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.
6. Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.
7. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

Element B. Rigorous Curriculum and Instruction

Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.

Indicators: *A leader...*

1. Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods.
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

Element C. Assessment and Accountability

Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve the vision and goals.

Indicators: *A leader...*

1. Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning.
2. Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.
3. Guides regular analyses and disaggregation of data about all students to improve instructional programs.
4. Uses effective data-based technologies and performance management systems to monitor and analyze assessment results, for accountability reporting, and to guide continuous improvement.
5. Interprets data and communicates progress toward vision and goals for educators, the school community, and other stakeholders.

PERFORMANCE STANDARD 3: Managing Organizational Systems and Safety

Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Dispositions exemplified in Standard 3: *The education leader believes in, values, and is committed to*

- A safe and supportive learning environment
- Equitable distribution of resources
- Management in service of staff and student learning
- Collaboration with all stakeholders
- Operating efficiently and effectively

Narrative

Traditionally, school leaders focused on the management of a school or school district. A well-run school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader. With the shift to leadership for learning, maintaining an orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today.

Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and so on.

Leaders identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Leaders address any conditions that might impede student and staff learning, and they implement laws and policies that protect safety of students and staff. They promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, enacting appropriate policies, supporting due process, and protecting civil and human rights of all.

Element A. Effective Operational Systems

Leaders distribute leadership and supervise daily, ongoing management structures and practices to enhance teaching and learning.

Indicators: *A leader...*

1. Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.
3. Develops and facilitates communication and data systems that assure the timely flow of information.
4. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.
5. Evaluates and revises processes to continuously improve the operational system.

Element B. Aligned Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators: *A leader...*

1. Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.
2. Allocates funds based on student needs within the framework of federal and state rules.
3. Aligns resources (such as time, people, space, and money) to achieve the vision and goals.
4. Implements practices to recruit and retain highly qualified personnel.
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals.
6. Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.
7. Seeks and secures additional resources needed to accomplish the vision and goals.

Element 3C: Protecting the Welfare and Safety of Students and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

Indicators: *A leader...*

1. Advocates for and creates collaborative systems that support student and staff learning and well-being.
2. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan.

PERFORMANCE STANDARD 4: Collaborating with Key Stakeholders

Education leaders ensure the success of all students by collaborating with families and key stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

Dispositions exemplified in Standard 4: *The education leader believes in, values, and is committed to*

- High standards for all
- Respect for the diversity of family composition
- Including family and community as partners
- Continuous learning and improvement for all

Narrative

In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning. Leaders help teachers communicate positively with families and make sure that families understand how to support their children's learning. In communicating with parents and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

Element A. Collaboration with Families and Community Members

Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.

Indicators: *A leader...*

1. Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.
2. Involves families in decision making about their children's education.
3. Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).
4. Applies communication and collaboration strategies to develop family and local community partnerships.
5. Develops comprehensive strategies for positive community and media relations.

Element B. Community Interests and Needs

Leaders respond and contribute to community interests and needs in providing the best possible education for their children.

Indicators: *A leader...*

1. Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
2. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
3. Seeks out and collaborates with community programs serving students with special needs.
4. Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.
5. Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

Element C. Building on Community Resources

Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators: *A leader...*

1. Links to and collaborates with community agencies for health, social, and other services to families and children.
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on).
3. Uses public resources and funds appropriately and effectively.
4. Secures community support to sustain existing resources and add new resources that address emerging student needs.

PERFORMANCE STANDARD 5: Ethics and Integrity

Education leaders ensure the success of all students by being ethical and acting with integrity.

Dispositions exemplified in Standard 5: *The education leader believes in, values, and is committed to*

- The common good over personal interests
- Ethical principles in all relationships and decisions
- Continuously improving knowledge and skills
- Taking responsibility for actions
- Modeling high standards

Narrative

Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. The Performance Standards build on concepts of professional ethics and integrity and add an emphasis on responsibilities of leaders for educational equity and social justice in a democratic society. Education is the primary socializing institution, conferring unique benefits-or deficits-across diverse constituents.

Leaders recognize that there are existing inequities in current distribution of high-quality educational resources among students. Leaders remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of discrimination and disadvantage. They hold high expectations of every student and assure that all students have what they need to learn what is expected. Further, leaders are responsible for distributing the unique benefits of education more equitably, expanding future opportunities of less-advantaged students and families and increasing social justice across a highly diverse population.

Current policy environments with high-stakes accountability in education require that leaders are responsible for positive and negative consequences of their interpretations and implementation of policies as they affect students, educators, communities, and their own positions. Politically skilled, well-informed leaders understand and negotiate complex policies (such as high-stakes accountability), avoiding potential harm to students, educators, or communities that result from ineffective or insufficient approaches.

Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

Element A. Ethical and Legal Standards

Leaders demonstrate appropriate ethical and legal behavior expected by the profession.

Indicators: *A leader...*

1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
2. Protects the rights and appropriate confidentiality of students and staff.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

Element B. Examining Personal Values and Beliefs

Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.

Indicators: *A leader...*

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diverse community stakeholders and treats them equitably.
3. Demonstrates respect for diversity by developing cultural competency skills and equitable practices.
4. Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.
5. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.
6. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

Element C. Maintaining High Standards for Self and Others

Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.

Indicators: *A leader...*

1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.
2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.
3. Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).
4. Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods.
5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

PERFORMANCE STANDARD 6: The Education System

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

Dispositions exemplified in Standard 6: *The education leader believes in, values, and is committed to*

- Advocate for children and education
- Uphold and improve laws and regulations
- Build on diverse social and cultural assets
- Influence policies
- Eliminate barriers to achievement

Narrative

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support success of every student, while increasing equity and social justice. Leaders see education as an open system, in which policies, goals, resources, and ownership cross traditional ideas about organizational boundaries of schools or districts. Education leaders advocate for education and students in professional, social, political, economic, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Professional relationships with a range of stakeholders and policymakers enable leaders to identify, respond to, and influence issues, public awareness, and policies. For example, local elections affect education boards and bond results, in turn affecting approaches and resources for student success. Educators who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs. Education leaders in a variety of roles contribute special skills and insights to the legal, economic, political, and social well-being of educational organizations and environments.

Element A. Exerting Professional Influence

Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

Indicators: *A leader...*

1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
2. Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

Element B. Contributing to the Educational Policy Environment

Leaders contribute to policies and political support for excellence and equity in education.

Indicators: *A leader...*

1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.
2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.
3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
4. Advocates for increased support of excellence and equity in education.

Element C. Policy Engagement

Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.

Indicators: *A leader...*

1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.
2. Supports public policies that provide for needs of children and families and improve equity and excellence in education.
3. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
4. Works with community leaders to collect and analyze data on economic, social, and other issues that impact district and school planning, programs, and structures.

Appendix A

Performance Standard 1: Vision and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning and setting high expectations for every student.

ISLLC Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Rationale for Updates

While the critical role of vision in the original ISLLC Standards remains a key responsibility of leaders, making the vision concrete means setting goals that are high, measurable, and achievable. Changes in the past decade emphasize specific learning goals and eliminating gaps in achievement. State and national standards for students and teachers, high-stakes accountability, and state assessments used in data-based decisions have become significant factors in developing vision and goals. These policies are not without controversy or complexity, requiring leaders in a variety of positions to have a big picture, through which they understand, negotiate, and interpret policies as appropriate to specific contexts.

The past decade provides extensive experience and research about the importance of leadership and shared vision for improving low-performing districts and schools. The Performance Standards emphasize that leaders' responsibilities have increased for including diverse constituents in developing and carrying out an effective vision and high but achievable goals for all students. Leaders are responsible for ensuring that the vision and goals are carried out with positive impact on every student, all educators, and communities. In these actions, they model and contribute to equity and social justice in education.

Performance Standard 2: Teaching and Learning

Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.

ISLLC Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Rationale for Updates

Conceptions of instructional leadership have developed over the past decades to include the standards reform movement and research about various forms of distributed leadership. Research has documented the critical role of instructional leadership in improving low-performing districts and schools. In the professional shift from preparing administrators to be managers to leadership for learning, emphasis in the ISLLC Standards on instructional leadership has increased to encompass accountability and primary responsibilities of all education leaders for the quality and outcomes of curricular and instructional programs. Leaders are now expected to guide and monitor continuous professional growth of all educators to improve teaching and learning. In addition, state and federal requirements require standards, assessments, and reporting by subgroup that raise expectations of leaders' knowledge, skills, and beliefs about teaching and learning.

Leaders are now responsible for the rigor and quality of the curricular and instructional program, building an effective professional culture of continuous improvement and data-based decisions, and using technical expertise about data and tests to improve practice and communicate well about progress toward the vision and goals for all students. Leaders bear responsibility for reporting, communicating, and using comprehensive information and data about performance of all students, including analyzing achievement gaps among subgroups.

Performance Standard 3: Managing Organizational Systems and Safety

Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

ISLLC Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Rationale for Updates

The emergence of standards-based systemic reform has broadened conceptions of managing the physical plant, schedules, and student behavior from maintaining order to that of linking all parts of the organization in support of vision and goals. Systems thinking has become necessary for leaders who are often faced with inadequate resources and wide-ranging managerial responsibilities that compete for attention with the vision and goals.

Intrusions that threaten student safety have become a vital aspect of contingency and communication plans that require shared responsibilities. A continually changing environment requires continuous changes in expectations and capacities of leaders as managers. Safety considerations and management of physical facilities, including physical plant, maintenance, and flexible uses of resources, are part of current considerations about how to distribute leadership and restructure administrative responsibilities in a teaching and learning environment.

Performance Standard 4: Collaborating with Families and Stakeholders

Education leaders ensure the success of all students by collaborating with families and key stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

ISLLC Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Rationale for Updates

Growing cultural and linguistic diversity requires greater cultural competence, capacity to collaborate with diverse communities, effective community engagement, and sharing scarce resources in support of teaching and learning. Leaders are facing increased accountability for student achievement with more diverse students and inadequate education funding to meet current policy requirements. Leaders have to identify key resources, develop community support, and find strategies with their communities to achieve a meaningful, high vision and goals for every student.

Diversity has always been a hallmark of the nation's schools, as a democracy that provides education to all. But diversity has also been a challenge to educators who have to meet specific public expectations that focus narrowly on test scores and respond to important student differences. Diversity may require educators to reach beyond their expertise and comfort zones. Educators increasingly work with and educate highly diverse populations from cultural and ethnic backgrounds they have not previously experienced and that they may know little about. Leaders often do not have the resources needed to provide every student with appropriate materials and effective teaching. They advocate for students and families in a policy environment that often seems to reward expedient approaches instead of what communities and families want for their children.

Education leaders see diversity as a strength rather than a problem. They contribute to the common good by emphasizing the importance of diversity within shared values about education, democratic principles, and inclusion. Leaders use difference as a point of entry to focus on shared commitment to students and student learning. They learn cultural competence through opportunities to collaborate with diverse communities and staff, respecting and building on contributions to a shared cultural heritage.

Performance Standard 5: Ethics and Integrity

Education leaders ensure the success of all students by being ethical and acting with integrity.

ISLLC Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Rationale for Updates

Ethical leaders take responsibility for student success or failure. In the past decade, policies have increasingly defined student success or failure narrowly in terms of achievement and achievement gaps. Educational decisions have become more centralized at state and federal levels, often in complex, controversial, and contested policies that have high-stakes consequences for educators, students, and public schools. Leaders face ethical responsibilities that are complex and contradictory about how to lead and how to evaluate school improvement and student achievement.

Requirements to increase achievement of all children and close achievement gaps are ethical responsibilities, in addition to being administrative responsibilities.. Leaders should understand that their decisions and actions have consequences for their schools and districts, in terms of meeting policy requirements for teaching and learning, and for the teachers and students in them who succeed or fail. Particularly in high stakes accountability, decisions that affect effectiveness of teaching and every student learning at high levels become not only professional responsibilities but also ethical ones.

Test scores currently dominate attention, requiring ethical leaders not only to manage the instructional program well but to do so with a deep knowledge of assessments and appreciation of consequences of decisions about curriculum, instruction, and testing. They have to understand and use testing, research, and evaluation approaches within contexts that do not always meet professionally identified standards for assessments. Ethical leaders balance conflicts among strong accountability policies and local capacities, vision and goals, in an environment where their own jobs and integrity may be threatened by the outcomes of their decisions.

Performance Standard 6: The Education System

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

ISLLC Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Rationale for Updates

Leaders at all levels of the education system have become increasingly affected by and involved in policy matters that have become more centralized and complex. Although policies have generally been considered external to individual sites or districts, leaders at all levels have important roles to play in policymaking and interpretation. Leaders' relationships with school boards, district and school staff, and communities have become dominated by accountability policies and test scores. Local and regional politics continue to shape what is expected of schools and districts and what is, or is not, supported. State and federal reform policies have extended the leader's span of accountability to include state and national influences. For example, local economic conditions relate to employment and housing, impacting school enrollment and staffing.

APPENDIX B

National Review Process and Suggested Uses of the Performance Standards

A consortium of leaders from 25 state education agencies (SEAs) crafted the *Performance Standards and Indicators for Education Leaders: ISLLC-Based Models* over a two-year period. During that process these SEA representatives not only contributed to the development of the drafts, but also facilitated reviews of draft documents in their states. Contributors (see list of contributors beginning on p. 7) convened professional groups and stakeholders to describe the most salient, observable leadership work that is critical to quality teaching and every student learning. The national consensus represented by the Performance Standards was developed across differences in state and local policies and contexts. The resulting product borrowed freely from many other recent documents, including newly developed or revised state standards, recommendations from professional organizations, research findings, and policy reports.

Drafts of the Performance Standards and the text explaining them were extensively reviewed by experienced education leaders; representatives from local, state, and regional education agencies; higher education faculty in leadership programs; assessment company staff; and others interested in developing quality leaders. They discussed language, including reviewing for linguistic, cultural, or other sources of bias, style, and organization. Reviews provided broad, general comments and specific line-by-line recommendations.

Reviewers' responses were uniformly positive and enthusiastic about the perspective and usability of this new resource. They reported consistently that the Performance Standards and Indicators are clear and immediately useful for a variety of purposes. They identified potential applications for policies of licensure and certification, supporting district and school improvement efforts, and guiding preparation and professional development programs and plans.

The following represent a sampling of comments about the Performance Standards and Indicators for Education Leaders:

- They provide a *comprehensive* summary of the most important, observable, and measurable expectations of current leadership needs in providing effective teaching and successful learning by every student.
- They represent recent consensus about the major activities and competencies that education leaders demonstrate in a *variety of leadership* roles to improve teaching and learning of every student. They are *not* expectations only of principals or superintendents.
- They should be carried out by *many people* in the educational system, including teacher leaders, leaders taking on temporary or shared responsibilities for specific tasks, leaders who are specialists in one area, and other possible roles of those who work together to ensure effective teaching and successful learning by every student.
- They are *not* expectations for traditional roles of administrators as currently

defined.

- They represent expectations that are demonstrated most completely by *highly effective, successful, experienced leaders*. Instructors, turn-around specialists, mentors, and coaches should be selected based on demonstrated performance in their areas of leadership expertise. They are the ideal.
- They do *not* specify what is expected of leaders at preparation program completion, initial certification, or full certification (but contribute to that discussion).
- They can contribute to *determining and allocating resources* needed by states, districts, schools, and programs to increase leaders' knowledge, skills, expertise, and effectiveness in targeted areas.
- They are intended to *support discussions and planning* by providers and consumers of programs. They do *not* specify the knowledge base for programs about what education leaders need to learn and know or how leaders can learn, practice, and improve their performance with appropriate support and feedback.
- They contain as little jargon as possible, although certain educational terminology is necessary and helpful to convey the meaning