



# National Policy Board for Educational Administration

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# The Organization

The National Policy Board for Educational Administration (NPBEA) is a national alliance of major membership organizations **committed to the advancement of school and school-system leadership**. Member organizations represent the educational administration profession and collaborate to improve the preparation and practice of educational leaders at all levels.

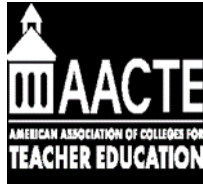
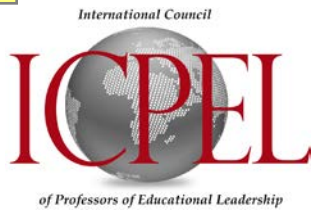




# NPBEA Mission



To enhance leadership for the nation's schools and the preparation of future school leaders



Member organizations include:

- Council of Chief State School Officers (CCSSO)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- International Council of Professors of Educational Leadership (ICPEL)
- University Council for Educational Administration (UCEA)
- American Association Colleges of Teacher Education (AACTE)



# What is the connection between NPBEA and the Standards?

NPBEA was formed in response to recommendations contained in the 1987 report of the National Commission on Excellence in Educational Administration. The primary roles was to identify initiatives aimed at reforming preparation programs in educational leadership and to develop initiatives to revitalize the profession of educational leadership including the setting of national school and district leadership standards. For the full history of NPBEA I recommend you go the website.



# Why New Professional Standards for Educational Leaders?

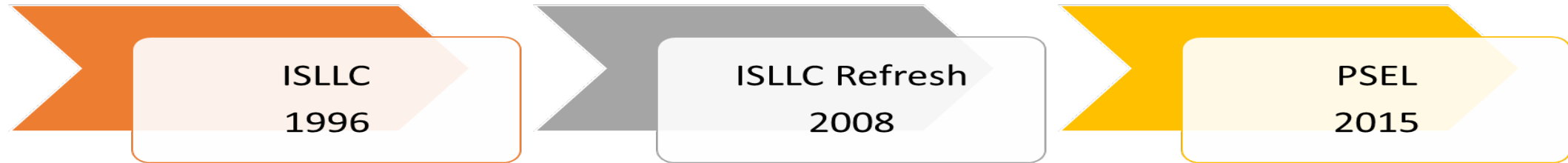
*“The world in which schools operate today is very different from the one of just a few years ago—and all signs point to more change ahead. The global economy is transforming jobs and the 21st century workplace for which schools prepare students. Technologies are advancing faster than ever. The conditions and characteristics of children, in terms of demographics, family structures and more, are changing. On the education front, the politics and shifts of control make the headlines daily. Cuts in school funding loom everywhere, even as schools are being subjected to increasingly competitive market pressures and held to higher levels of accountability for student achievement.”*  
(Introduction, pg. 1, Professional Standards for Educational Leaders)



# Introducing PSEL 2015

## Third in a progression

- 1996. Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (CCSSO)
- 2008. ISLLC Educational Leadership Policy Standards (CCSSO)
- 2015. Professional Standards for Educational Leaders (NPBEA)





# Which is PSEL 2015?

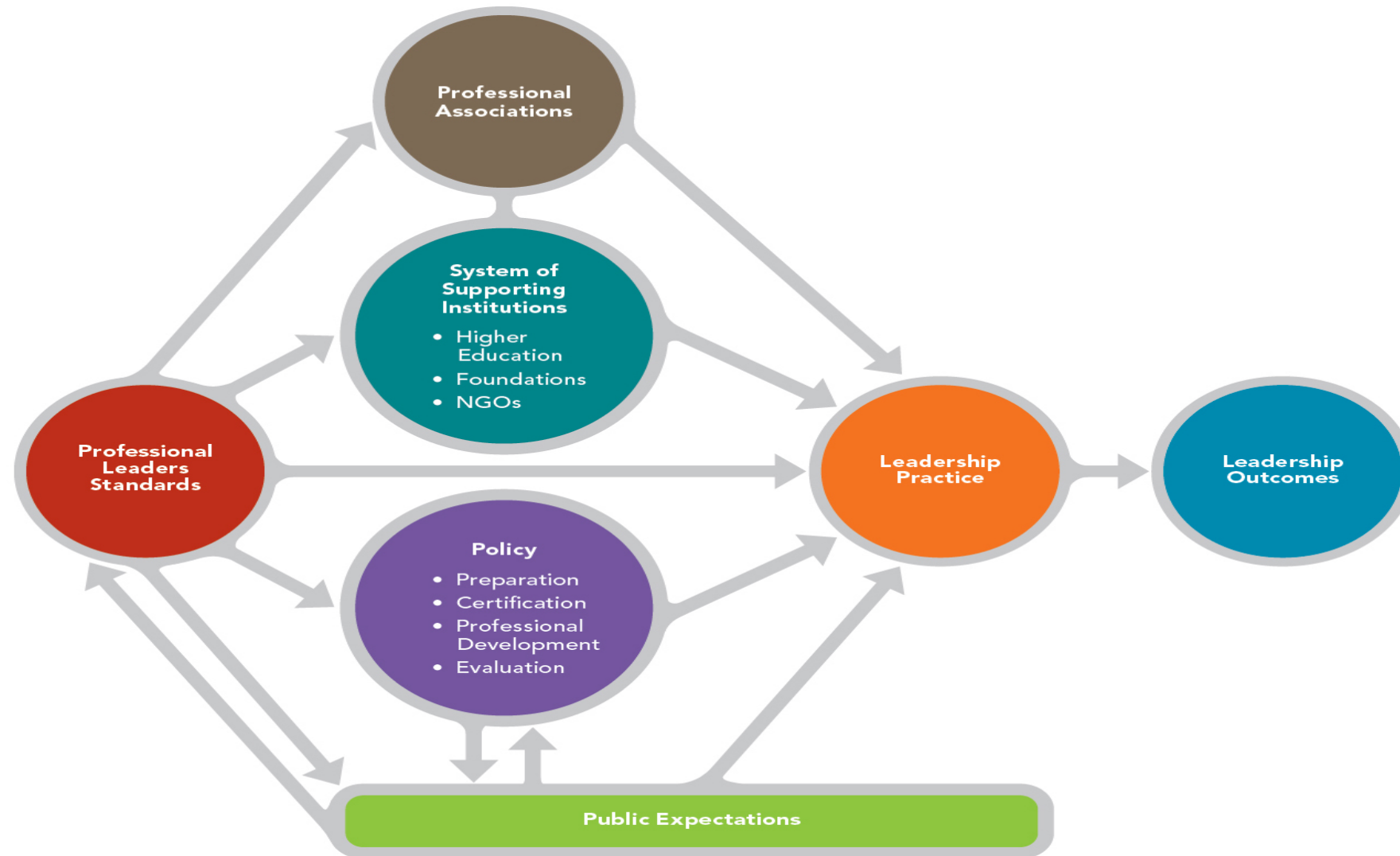
- Competency standards?
- Performance standards?
- Policy standards?
- Professional standards?



# What are “professional” standards?

- A statement of expectations for work from the profession
- Principles and priorities for practice
- Focus on domains and qualities of work
- Situational perspective on specific practices

# What are professional standards supposed to do?





# Why new standards now?

- 2008 ISLLC Standards good but...
- New knowledge and understanding from research and practice
- Evolution of leadership work
- A transforming educational system and society



# How was PSEL developed?

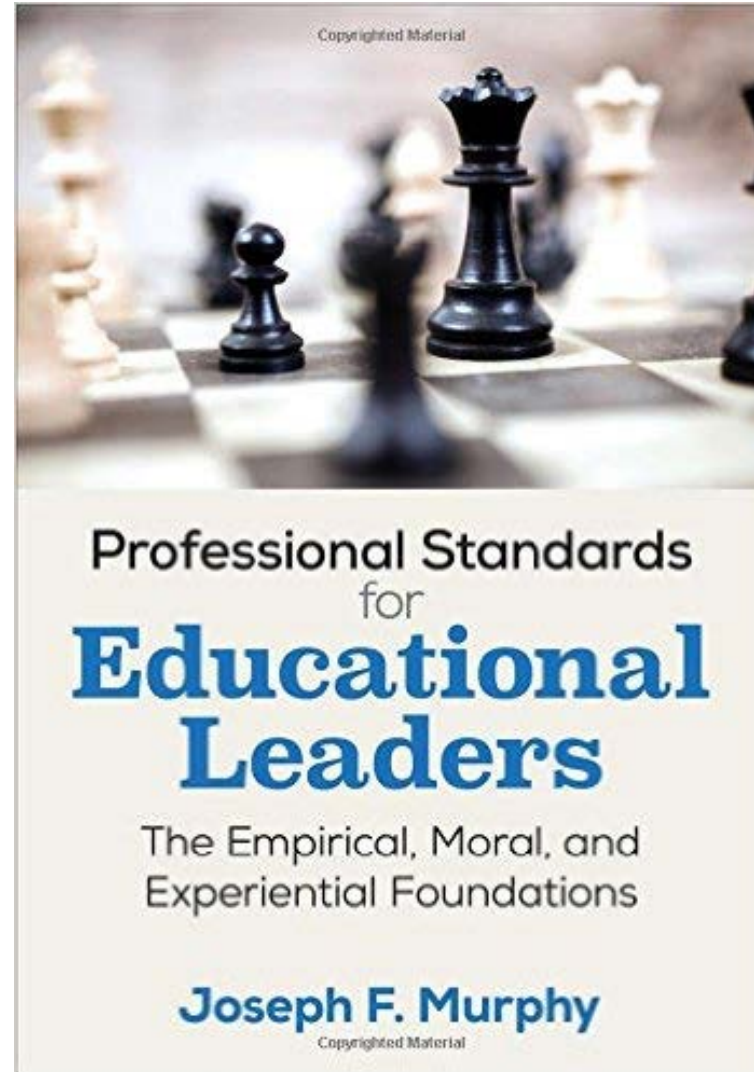
- Two-year process
- Substantial involvement of the profession
  - > 1,000 practicing educational leaders
  - AASA, NAESP, NASSP contributions
- Extensive review of research
- Multiple committees
- Vetting and public comment



# Evidentiary base

- Expertise and experience of practitioners
- Professional norms and ethics
- Empirical research

Read all  
about it!





# Defining features

- Professional standards
- Strong evidentiary base
- A “theory” of leadership-to-student learning
- Systemic perspective of leadership work
- Student-focused
- Adaptable across roles and levels
- Aspirational performance
- Future oriented



# What's new and different?

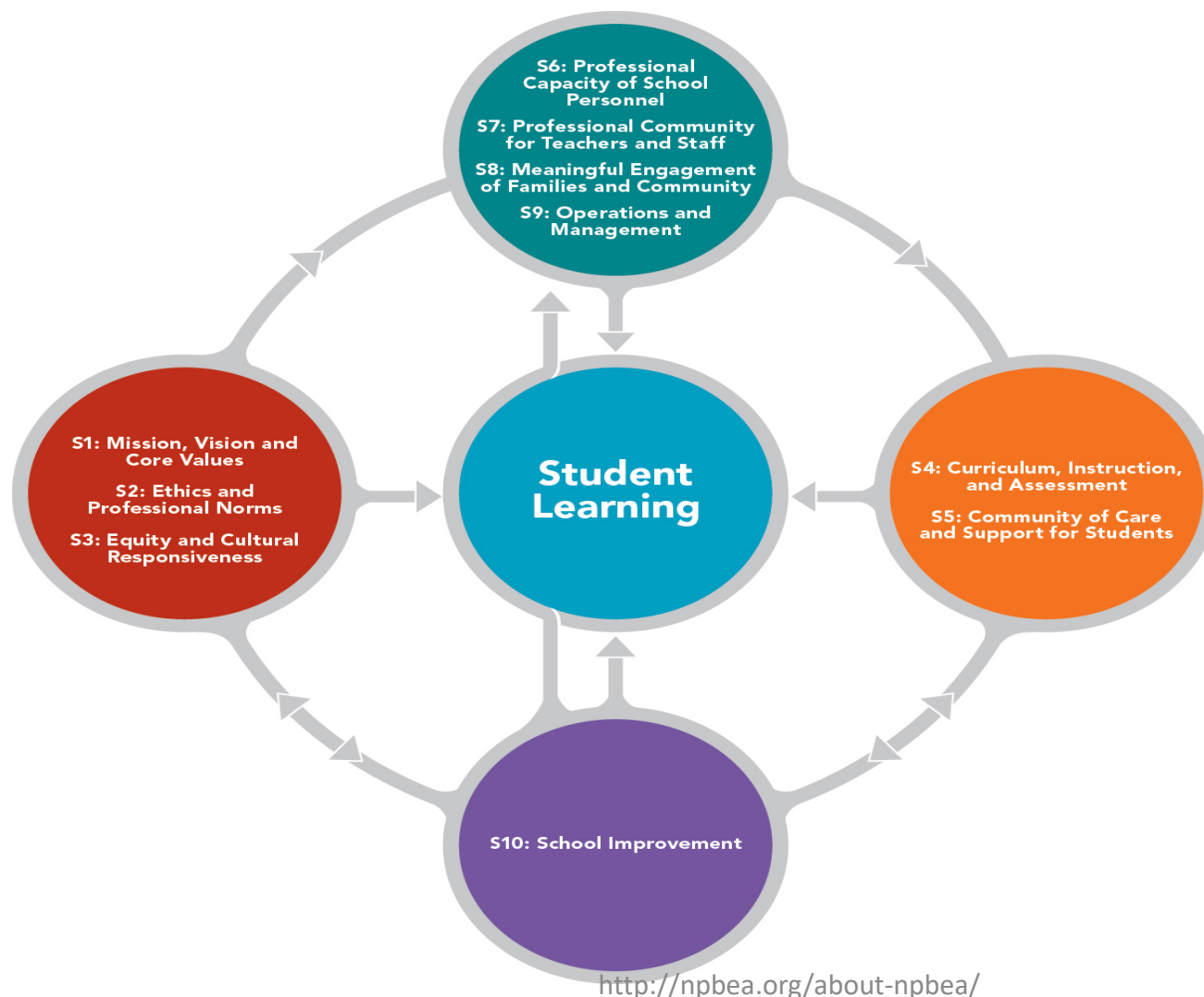
- Title (where's ISLLC?)
- Ownership
- Stronger emphasis on students and student learning
- More systemic view of leadership
- Elevation and elaboration of key areas of leadership work



# Emphasis on students and learning

- Importance of “*each*” student
- Academic success AND broader learning and development, well-being
- All domains of leadership work linked to students
- Logic of leadership-to-learning

# The logic of leadership-to-learning





# A systemic perspective

## Relationships among and across...

- Domains and elements of leadership work
- Leadership roles (principals, APs, district, teacher)
- Levels of the educational system (e.g., school and district)
- Contexts (e.g., school and community)



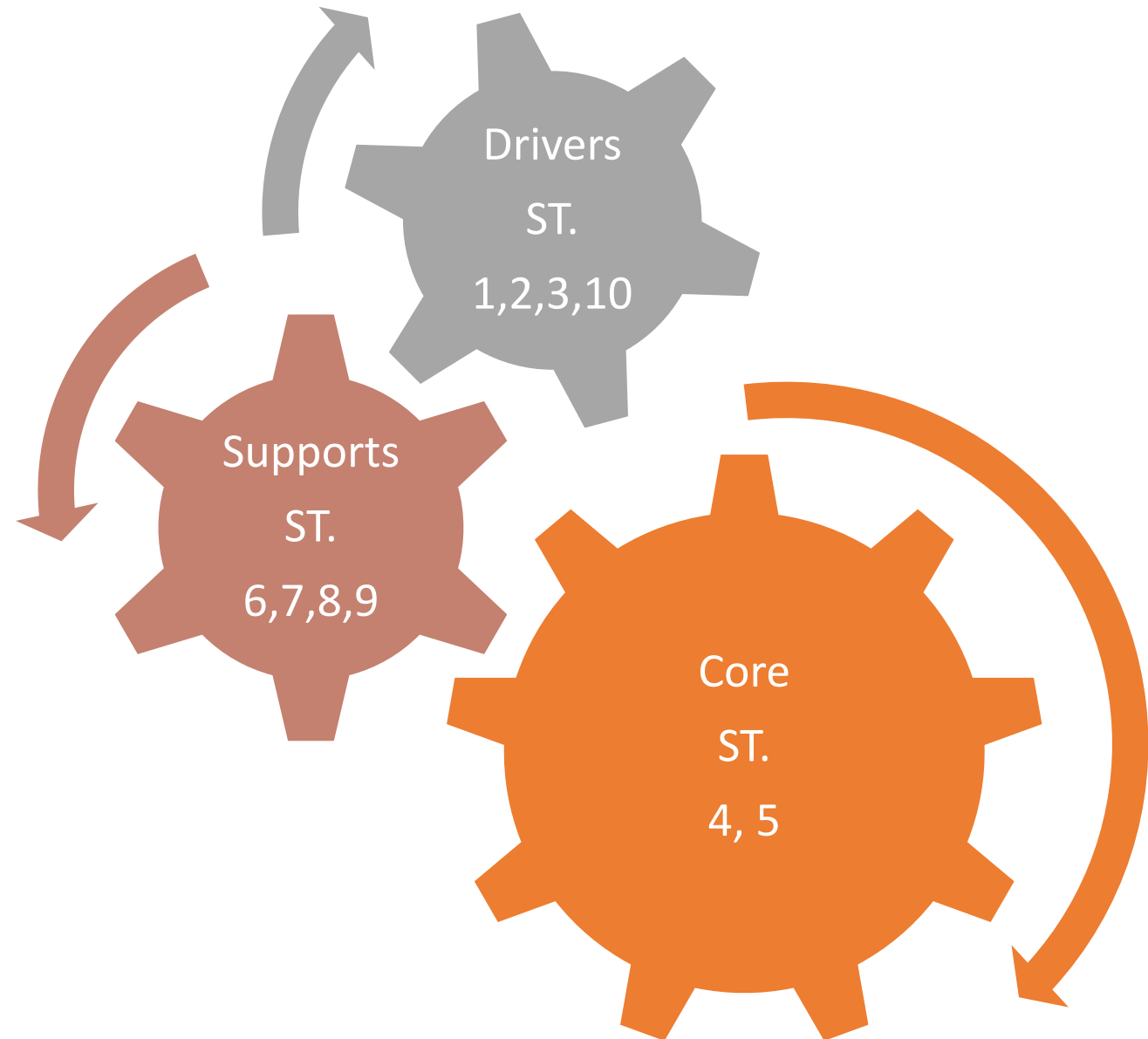
# Areas of elevation and elaboration

- Mission, vision, core values
- Ethics, equity, and cultural responsiveness
- Academic press/rigor AND care and support of students
- Development of professional staff AND working conditions and professional community
- Meaningful engagement of families and communities
- School improvement

# Organization of the standards

Three “logic clusters”:

- The drivers
- The core
- The supports





# The drivers

- **Standard 1.** Mission, Vision, and Core Values
- **Standard 2.** Ethics and Professional Norms
- **Standard 3.** Equity and Cultural Responsiveness
- **Standard 10.** School Improvement



# The core

- **Standard 4.** Curriculum, Instruction, and Assessment
- **Standard 5.** Community of Care and Support for Students



# The supports

- **Standard 6.** Professional Capacity of School Personnel
- **Standard 7.** Professional Community for Teachers and Staff
- **Standard 8.** Meaningful Engagement of Families and Community
- **Standard 9.** Operations and Management



# Relation of ISLLC 2008 to PSEL 2015

ISLLC 2008	PSEL 2015
S1 Vision	S1 Mission, Vision, Core Values S10 School Improvement
S2 Culture of Support and Instructional Program	S4 Curriculum, Instruction and Assessment S5 Community of Care and Support of Students  S6 Professional Capacity of School Personnel S7 Professional Community for Teachers and Staff
S3 Operations, Management, and Resources	S9 Operations and Management

<http://npbea.org/about-npbea/>

# Relation of ISLLC 2008 to PSEL 2015 (con'd)

ISLLC 2008	PSEL 2015
S4 Collaboration with Faculty and Community	S8 Meaningful Engagement of Families and Communities
S5 Ethics	S2 Ethics and Professional Norms S3 Equity and Cultural Responsiveness
S6 Political, Social, Legal, Cultural Context	S3 Equity and Cultural Responsiveness S8 Meaningful Engagement of Families and Communities



## Standard 3. Equity and Cultural Responsiveness

“Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student’s academic success and well-being.”



# Key elements of Standard 3

- **Ensure each student is treated fairly, respectfully, and with an understanding of each student's culture and context.**
- Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- Develop student policies and address misconduct in a positive, fair, and unbiased manner.
- Confront and alter institutional biases ... associated with race, class, culture, language, gender and sexual orientation, and disability of special status.
- Act with cultural competence and responsiveness



# Standard 5. Community of Care and Support for Students

“Effective educational leaders cultivate an inclusive, caring, and supportive school community that promote the academic success and well-being of *each* student.”



# Key elements of Standard 5

- **Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.**
- Provide coherent systems of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Infuse the school's learning environment with the cultures and languages of the school's community.



# Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders provide guideposts that will help school leaders make a difference every day in the learning and well being of students. **Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes.** They're designed to ensure that educational leaders are ready to meet challenges of the job today and in the future as education, schools and society continue to transform.



# How Will The PSEL Standards Be Used?



The PSEL are “model” professional standards that communicate expectations to practitioners, supporting institutions, professional associations, policy makers and the public about the work, qualities and values of effective educational leaders. They will be used by state boards of education and Departments of Education to help guide their **licensure, professional development programs, performance evaluation, coaching and mentoring, recruitment, hiring and placement of educational leaders.**



# Where is your state?

- ✓ My state has adopted or adapted the PSEL Standards.
- ✓ My state has not adopted or adapted the PSEL Standards.
- ✓ How can the PSEL standards drive school leader effectiveness and school improvement in my state?
- ✓ What are next steps for my state?

# Cohesive Leadership Systems





# What States Have Adopted or Adapted the PSEL?

New York

Utah

Arizona

Delaware

Maryland

Missouri

Nebraska

Vermont

West  
Virginia

Wyoming

Colorado

Florida

DC

# What states are in discussion?

Nevada

Washington

USVI

North  
Carolina



# What follows PSEL?

**The National Educational Leadership Preparation (NELP) standards** were developed by a committee comprised of essential stakeholder communities from across the country. These preparation standards, formerly known as the Educational Leadership Constituent Council (ELCC standards), have been renamed the National Educational Leadership Preparation (NELP) standards and will be used to **guide program design, accreditation review, and state program approval for pre-service preparation.**

The **NELP standards**, which are aligned to the Professional Standards for Educational Leadership (PSEL) serve a distinct purpose in that **they provide specificity around performance expectations for beginning level building and district leaders.**

# Questions

