PERFORMANCE EXPECTATIONS *and* INDICATORS *for* EDUCATION LEADERS

An ISLLC-Based Guide to Implementing Leader Standards
and a Companion Guide to the
Educational Leadership Policy Standards: ISLLC 2008

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and
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Editors
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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), convened by the Council of Chief State School Officers, brings state education agency (SEA) personnel together to share state policies/practices and develop needed resources for improving education leadership. Through this consortium, SEA representatives have requested assistance with improving education leadership at all levels particularly as a means of improving low-performing districts and schools. Regular communication and meetings have enabled this group to come to consensus on many issues, build their leadership capacity, and develop tools and products for the field.

PERFORMANCE EXPECTATIONS AND INDICATORS FOR EDUCATION LEADERS

The *Performance Expectations and Indicators for Education Leaders* were developed by members of SCEL and funded by their state participation fees. We would like to thank the representatives of member states who contributed extensively to the development, writing, and national process of reviewing and editing this document.

Dear Colleagues,

We are delighted to make available the *Performance Expectations and Indicators for Education Leaders* as an ISLLC-based guide to implementing leader standards and a companion guide to the *Educational Leadership Policy Standards: ISLLC 2008*. The Per*formance Expectations and Indicators* are a long-awaited product of a national collaboration among state education agency (SEA) officials. Representatives from 24 states, the District of Columbia, and America Samoa provided SEA staff time and resources to the development of this document. SEA contributors brought to the task a rich mix of knowledge and experience from their leadership roles in schools, districts, and state-level policy arenas. They lead a variety of SEA activities such as administrator certification/licensure, accrediting and monitoring preparation programs, administrator assessment and evaluation, and recruiting and training leaders in academies and other settings. They also develop and support innovative strategies that help recruit, train, support, and retain effective education leaders.

Contributors generously shared products, resources, and exciting approaches to improving leadership that are underway in their states. As part of the process of writing this document, they also engaged hundreds of professionals and stakeholders in systematic reviews of draft content and language over a two-year period. Reaction to this work has been uniformly positive. Administrators, university faculty, program providers, and others who have reviewed the document report that the *Performance Expectations and Indicators* have immediate applications in their work. The quality of this product reflects the contributors' dedication and commitment to providing effective leadership, educational excellence, and equity for every student.

Writing of the *Performance Expectations and Indicators* was carried out under the aegis of CCSSO's State Consortium on Education Leadership (SCEL). 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 increasing accountability and other pressures on educators. They set high expectations for leaders that are attainable over time through careful career planning and quality professional development. The process and products of this collaboration also contributed to the creation of the *Educational Leadership Policy Standards: ISLLC 2008* (which updated the 1996 *Interstate School Leaders Licensure Consortium Standards for School Leaders*) with other members of the National Policy Board for Educational Administration and informed new national assessments for certification/licensure. Given the consortium's national representation and timeliness of the work, the Performance Expectations and Indicators serve as a guide to implementing broad leadership policy standards.

We are pleased to provide the *Performance Expectations and Indicators* as part of the Council's contributions to the national dialogue and products to strengthen education leadership. 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.

Sincerely,

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> "The main purpose of the leader performance expectations is to provide a resource for policymakers and educators in states, districts, and programs to analyze and prioritize expectations of education leaders in various roles and at strategic stages in their careers."

INTRODUCTION

Expectations about the performance of education leaders have changed and expanded considerably in the past decade, extending far beyond traditional definitions of administrative roles. Responsibilities of education leaders now exceed what individual administrators in schools and districts can be expected to carry out alone. State and federal requirements to increase student learning necessitate a shift in leadership, from managing orderly environments in which teachers work autonomously in their classrooms to one in which administrators, teachers, and others share leadership roles and responsibilities for student learning. Research and best practice indicate the value of collaborating on shared vision, goals, and work needed 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 officials through the State Consortium on Education Leadership (SCEL) to share information and collaborate on ways to improve education leadership policies and practices. SCEL developed the *Performance Expectations and Indicators for Education Leaders* as a resource for educators and policymakers to improve leadership at all levels. They were written through extended dialogue among state education agency representatives in national meetings and online. The process of national collaboration helps make this product useful and applicable across differences in state and local contexts of leader development.

Purposes for Education Leader Performance Expectations and Indicators

The performance expectations and indicators represent consensus among state education agency policy leaders about the most important actions required of K–12 education leaders to improve teaching and learning. The main purpose of the *Performance Expectations and Indicators* is to provide a resource for policymakers and educators in states, districts, and programs to analyze and prioritize expectations of education leaders in various roles and at strategic stages in their careers. They are also intended to support national, state, and local dialogue about how to improve leadership.

The performance expectations can also serve as a guide for implementing policy standards for education leaders, such as the *ISLLC Standards for School Leaders*[1]

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

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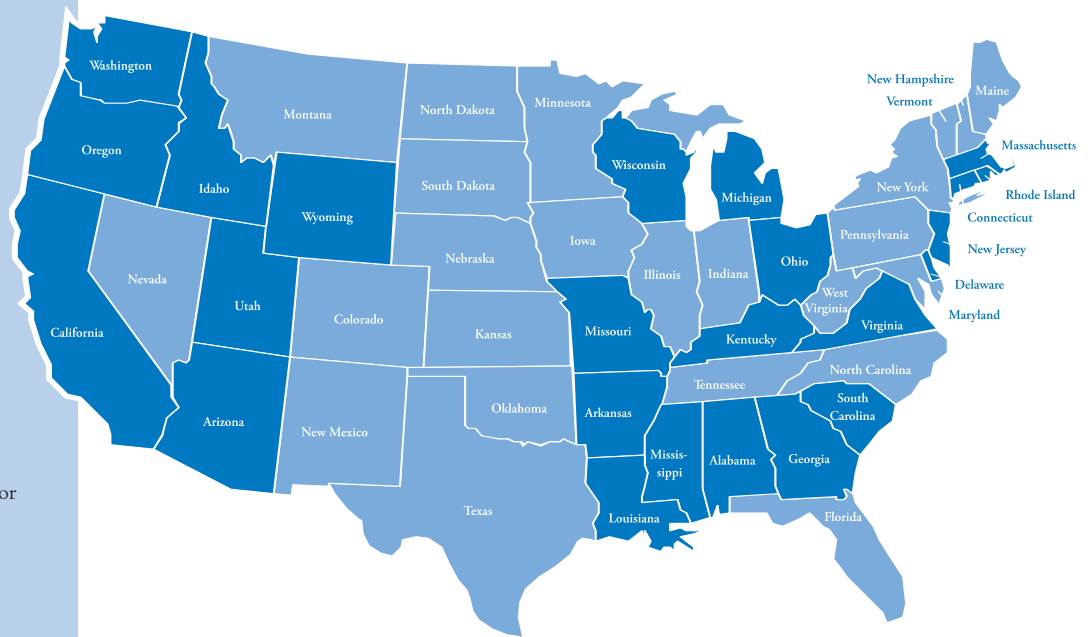California Department of Education

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and the *Educational Leadership Policy Standards: ISLLC 2008.*[2] (See Appendix A, Comparing ISLLC 1996 and the Performance Expectations and Indicators; and Appendix B, *Educational Leadership Policy Standards: ISLLC 2008*.)

Emphasizing *performance* expectations helps make policy standards operational by presenting them as they might be observed in practice—in different leadership positions and at different points of a career. The performance expectations and indicators use observable and measurable language that describes current responsibilities of leaders. They provide an important component of coherent state and local policy systems.

COHERENT POLICY SYSTEMS TO SUPPORT QUALITY LEADERSHIP, EFFECTIVE TEACHING, AND STUDENT LEARNING

In a coherent leadership policy system, key policies and programs are aligned to support coherent and mutually reinforcing systems for recruitment, training, certification, assessment, evaluation, and professional development of leaders.[3] The performance expectations and indicators provide a crucial part of a coherent leadership policy system. They help operationalize broader national and state policy standards in leadership program standards and leader assessments and evaluation tools. These major system components form the structural pillars of a strong and

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[2] Council of Chief State School Officers (CCSSO). (2008). Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration (NPBEA). Washington, DC: Author. Available: http://www.ccsso.org/publications/details.cfm?PublicationID=365

[3] Sanders, N.M. & Simpson, J (2005). State policy framework to develop highly qualified educational administrators. Washington, D.C.: Council of Chief State School Officers, available http://www.ccsso.org/content/pdfs/State%20Policy%20Framework%20HQA.pdf

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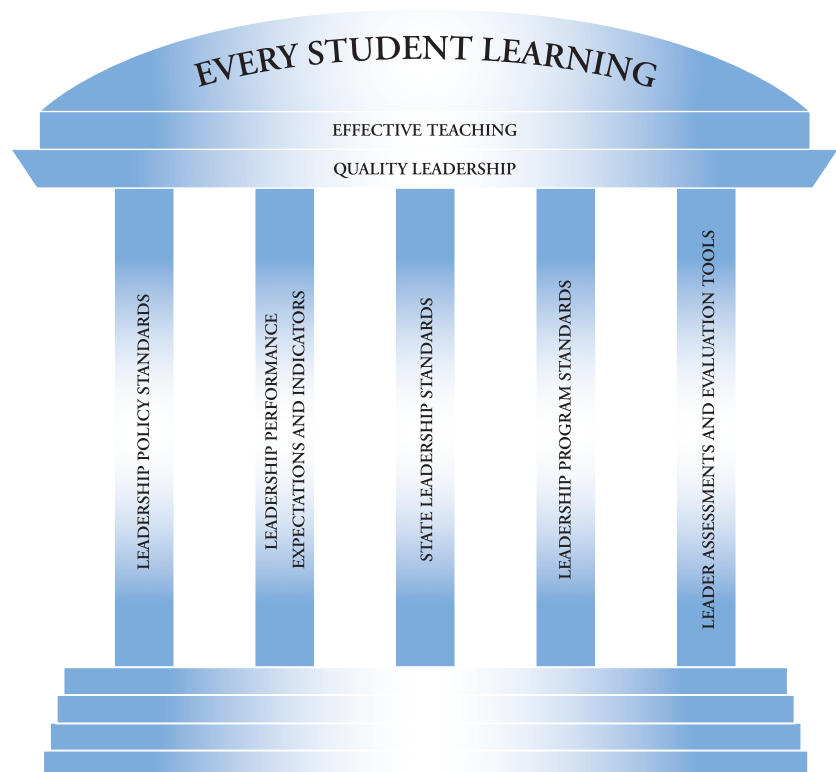Educational Consultant
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coherent leadership policy system. When aligned with each other, these policies support quality leadership, effective teaching, and student learning.

Key Components of Coherent Leadership Policy Systems

- Leadership Policy Standards
  The *ISLLC Standards for School Leaders* (CCSSO, 1996) and the *Educational Leadership Policy Standards: ISLLC 2008* serve as national models for state leadership standards.

- Leadership Performance Expectations and Indicators
  The *Performance Expectations and Indicators* (CCSSO, 2008) provide a bridge from broad policy standards to observable performance expectations, helping enact leadership standards in state and local policies, programs, and practice.

- State Leadership Standards
  State standards have been developed and used by states to guide and align key state leadership policies, including strategies for recruitment, preparation, licensure, and continuous professional development.

- Leadership Program Standards
  Program standards guide accreditation of administrator preparation programs and are used in some states for professional development programs toward certification. Program standards are exemplified by the National Council on Accreditation of Teacher Education (NCATE) administrator preparation Program Standards (NCATE/ELCC, 2002), developed by the Education Leaders Constituent Council (ELCC).

- Leader Assessments and Evaluation Tools
  Assessments and evaluation tools provide data and diagnostic information about education leader performance and development across the career continuum.

EVERY STUDENT LEARNING

EFFECTIVE TEACHING

QUALITY LEADERSHIP

LEADERSHIP POLICY STANDARDS | LEADERSHIP PERFORMANCE EXPECTATIONS AND INDICATORS | STATE LEADERSHIP STANDARDS | LEADERSHIP PROGRAM STANDARDS | LEADER ASSESSMENTS AND EVALUATION TOOLS

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Coherent Systems Using the Footprint of the ISLLC Standards

The six performance expectations derive from the central concepts of the six ISLLC standards, augmented and updated to the current educational policy context. The "footprint" was part of initial agreements among state contributors to develop *Performance Expectations and Indicators* that could be anchored in ISLLC as a national model. (See Appendix A, Comparing ISLLC 1996 and the Performance Expectations and Indicators for Education Leaders.)

PERFORMANCE STANDARDS

2 Teaching & Learning

1 Vision, Mission & Goals

6 The Education System

3 Managing Organizational Systems & Safety

4 Collaborating with Families and Stakeholders

5 Ethics & Integrity

The ISLLC footprint developed for the *Performance Expectations and Indicators,* as depicted in the diagram, illustrates that the standards themselves are interrelated and overlap to a significant extent. The work within each standard contributes to expectations in each of the other standards and cannot be carried out in isolation. In updating the concepts in the ISLLC Standards, Standard 2—Leadership for Teaching and Learning—is shown at the center to emphasize that it is the core work of education leaders. Working together, the *Performance Expectations and Indicators* contribute to the individual and collective attainment of all leadership standards.

Most states have used or adopted the ISLLC Standards in state leadership standards. As indicated in the graph on the next page, state use of the original standards has steadily increased over the past decade. In 2006, 43 states reported adopting, adapting, or using the ISLLC Standards (1996) in developing state leadership standards.[4] The ISLLC footprint provides commonalities for comparisons across differences in national, state, and local leadership standards.

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[4] Toye, C.; Blank, R.; Sanders, N.M.; & Williams, A. (2007). Key State Education Policies on PK-12 Education, 2006. Washington, DC: Council of Chief State School Officers. P. 29. Available: http://www.ccsso.org/publications/details.cfm?PublicationID=348

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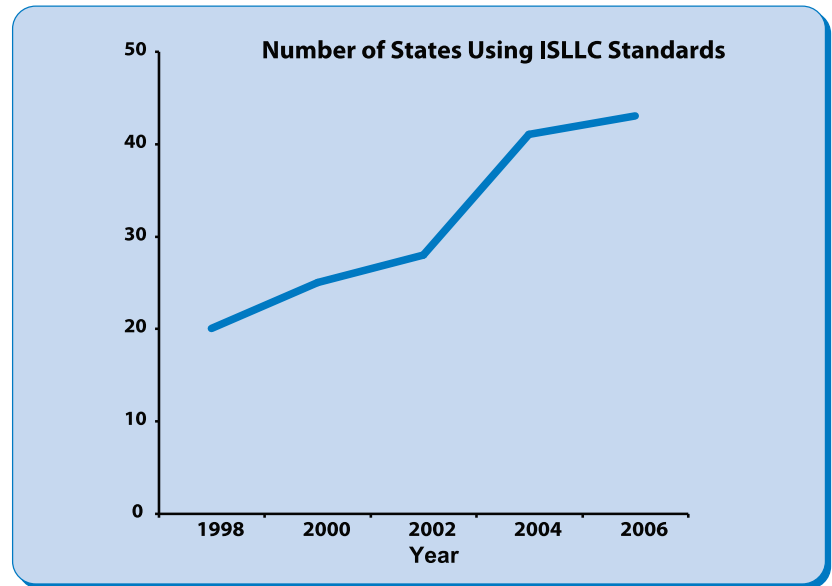American Samoa Department of Education

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Source: CCSSO Key State Education Policies on PK-12 Education (2006).

The NCATE/ELCC Program Standards are also based on the footprint of the 1996 ISLLC Standards and are widely used by states as criteria to accredit administrator preparation programs for certification. National leader assessments are aligned with the ISLLC Standards to increase use across state and local contexts. States and districts refer to and use the ISLLC Standards in recruitment, professional development, and evaluation activities.

Because of extensive use of the ISLLC Standards in policies and programs, they are seen as *de facto* national leadership standards. Therefore, they provide the basis for developing and maintaining coherence among system components about administrator certification, preparation, and assessments. Some states refer to the ISLLC Standards in state statute and/or policy guidance documents. Contributors decided that continuity between the ISLLC Standards and the *Performance Expectations and Indicators* would facilitate state and local use. In addition, alignment and continuity with the ISLLC Standards helps with phasing in new leadership system components and preparing for policy transitions over time.

By using the footprint of the ISLLC Standards, the *Performance Expectations and Indicators* also serve as a guide to implementing leader standards based on common concepts across different state and professional policy standards. The *Performance Expectations and Indicators* are a companion guide to ISLLC 2008 because of their shared connection to the footprint of the original ISLLC standards.

Differences in Organization of Content: Performance Expectations and Indicators and ISLLC 2008

Constituents in states, districts, and programs agreed that at a broad level, the content of the *Performance Expectations and Indicators*, the *Educational*

Leadership Policy Standards: ISLLC 2008, and the *ISLLC Standards for School Leaders* (1996) represent the same central concepts and ideals of leadership. Key differences between the *Performance Expectations and Indicators* and *ISLLC 2008* center on how the new documents organize content *within* each of the standards for different purposes and audiences.

The performance indicators describe what leaders do to carry out the leadership concepts and ideals in each Standard. The indicators are organized into conceptual categories (or elements) that group related types of leader actions for development or improvement in programs and practice. The ISLLC 2008 standards identify functions that help define school leadership for policy purposes and link to research about leadership. These differences reflect mutually reinforcing approaches to improving leadership policies and practices through different strategies and with different purposes and audiences.

In order to use these products in a state or local context, it will be important for education leaders to clarify the purpose of the effort in terms of broad policy and research-related tasks or work on observable actions for guiding programs, assessments, and services that improve on-the-job performance. Depending on the specific purpose, each of the products can serve as a standards-based resource.

The ISLLC Dispositions

In addition to maintaining the ISLLC footprint, contributors also decided that the *Performance Expectations and Indicators* should address leader dispositions that are represented in the 1996 ISLLC Standards. 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 expectations and indicators exemplify fundamental assumptions, values, and beliefs about what is expected of current education leaders. Performance expectation 1, "Vision, Mission, 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 expectations 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. Effective leaders analyze their assumptions, values, and beliefs as part of reflective practice. Policymakers can analyze dispositions that are exemplified in the performance expectations in relation to the assumptions, values, and beliefs in particular policy strategies and contexts. In order to maintain this emphasis in the performance expectations, underlying dispositions are listed as a reminder of importance when interpreting and operationalizing indicators.

STRUCTURE OF THE PERFORMANCE EXPECTATIONS AND INDICATORS

In developing the *Performance Expectations and Indicators*, SCEL participants agreed on a working definition.

> *Performance expectations and indicators are observable and measurable statements about what leaders do to ensure effective teaching and successful learning by every student*

Therefore, in this document, performance expectations and indicators identify what effective education leaders do to promote quality teaching and every student learning. They describe how leaders approach their work in ways that are observable and measurable.

Performance expectations and indicators are key components of a policy system. They link broad policy standards, such as the ISLLC Standards (1996 and 2008), to what leaders are expected to do in 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 or improve a vision effectively (performance) are different types of knowing. Both, however, are important parts of policy systems. The language appropriate for broad policy discussions requires interpretation and specification for use at other levels. Performance descriptions provide a working model to help carry out implementation in more specific policies, programs, assessments, and strategies for improving leader practices.

Expectations, Elements, and Indicators

The structure of the performance expectations and indicators (see diagram on page 9) consists of six broadly stated **expectations**. The performance expectations are based on the central concepts in each of the six ISLLC standards, updated to reflect current educational contexts. Each expectation is subdivided into three major conceptual categories called **elements**. The elements are conceptual categories and organizing themes, intended to assist users in organizing dialogue among multiple stakeholders and interpreting performance expectations in policies, programs, and practice.

Indicators describe actions expected of current and future leaders. Indicators are grouped into elements for manageability and coherence. Performance indicators help users identify, select, prioritize, and sequence expectations for specific leadership roles and across career stages. The indicators can be used to guide plans for developmental strategies and to monitor progress toward expectations at career-stages and in differentiated leadership roles.

For example, a sample indicator in performance expectation 1—Vision, Mission, and Goals—describes what a leader would do in relation to all students learning.

"Performance expectations and indicators identify what effective education leaders do to promote quality teaching and every student learning. They describe how leaders approach their work in ways that are observable and measurable."

A leader uses multiple sources of information and analyzes data about current practices and outcomes to shape a vision, mission, 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:
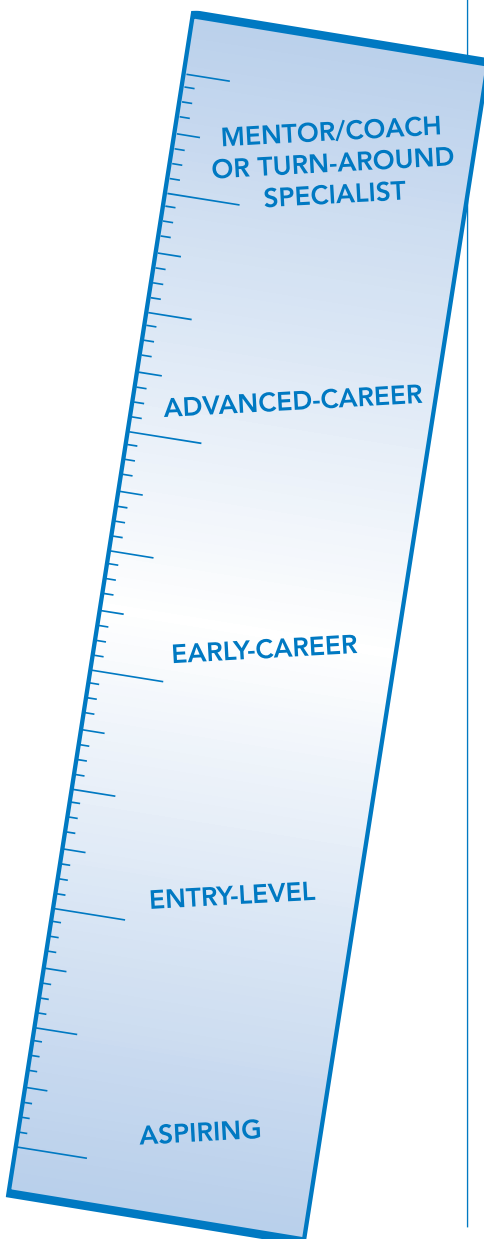
- identify and use multiple sources of information;
- analyze and use data about current practices and outcomes in ways that help to shape a vision, mission, and goals; and
- shape a vision, mission, and goals with high, measurable expectations for all students and educators.

Implementing Performance Expectations and Indicators: State and Local Benchmarking Across the Career Continuum

One way in which performance expectations and indicators can be translated at state and local levels into guidelines for tiered certification and professional development systems is through benchmarking. Identifying benchmarks or levels of performance expected at stages along a career continuum helps stakeholders prioritize and define expectations for continuous growth. An illustration of benchmarking is provided here to exemplify how the performance standards and indicators can be analyzed and sequenced for specific programs and settings. Benchmarking is also a key aspect of developing specifications for leader assessments that operationalize expectations at specific certification stages.

For example, the indicator above in performance expectation 1 focused on vision, mission, and goals could have benchmarks along the career continuum such as the following:

- An **aspiring** education leader uses information and data about current practices in a high school academic department or grade-level team to help develop or revise part of a vision, mission, and goals.

- An **entry-level** education leader engages staff and uses assistance of mentors, coaches, and other experts to analyze information and develop or revise a vision, mission, and goals.

- An **early-career** education leader engages staff in identifying and gathering varied types of information, analyzing and disaggregating data, and developing or revising a vision, mission, and goals.

- An **advanced-career** education leader guides educators and the community in critical discussions and analysis of data about vision, mission, and goals, ensuring that every student and educator has what is needed to reach high, measurable expectations.

- A **mentor/coach or turn-around specialist** education leader teaches and models a variety of methods for gathering, analyzing, and evaluating multiple sources of information and data, in turn engaging educators and diverse stakeholders in developing and implementing a student-centered vision, mission, and goals.

(1)

PERFORMANCE EXPECTATION 1: **Vision, Mission, and Goals**

PERFORMANCE EXPECTATION 1: **Vision, Mission, and Goals**

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

(2)

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

(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

PERFORMANCE EXPECTATION 1: **Vision, Mission, and Goals**

Element A. High Expectations for All
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, mission, and goals with high, measurable expectations for all students and educators.

2. Aligns the vision, mission, 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, mission, 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, Mission, and Goals
The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.

Indicators: *A leader…*
1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.

2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, 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, mission, and goals so educators and the community understand, support, and act on them consistently.

5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

(4)

(5)

14   Performance Expectations and Indicators

Key

(1) A broad Performance Expectation based on the central concept(s) in the ISLLC Standard

(2) Dispositions that are most central to and reflected in the Performance Expectation

(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 Expectation

IMPORTANT CHARACTERISTICS OF THE PERFORMANCE EXPECTATIONS AND INDICATORS

Comprehensive. The performance expectations and indicators are deliberately comprehensive so that they are relevant to a wide range of aspiring and practicing leaders in different positions and settings. They are not a set of requirements that every administrator must achieve to meet a standard. Instead, the performance expectations 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.

Use of the term *education leaders* indicates that comprehensive expectations are greater than a single administrator might reasonably be expected to attain, particularly entry-level and early-career administrators. Expectations should be prioritized and distributed across education leadership roles to ensure that the responsibilities are appropriately allocated, fulfilled, and monitored. By having clear expectations for their respective roles, education leaders will be better able to work together to improve learning for all educators and students.

Distributed *Across* Formal Roles. Given the current demands of the principalship and other central administrative positions, research and experience suggest that teacher leaders can and should perform some of the 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.[5] 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.

The term *education leaders* is used here 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. School-level education leaders include principals, teacher leaders, and department chairs. District leaders hold various positions such as superintendents, curriculum supervisors, assessment directors, and professional development providers. At the state level, education leaders include those who provide interventions in failing schools, turn-around specialists, and those who oversee certification, testing, and program accreditation.

Developed *Along* a 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 <u>all</u> of the performance expectations and

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[5] Ibid., p. 34.

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 and prioritizing performance indicators could help focus preparation programs, assessment and evaluation tools, professional development programs, and individual professional development plans on the most critical, appropriately sequenced, high and attainable expectations for leaders.

For example, preparation program faculty can use the performance expectations and indicators to prioritize knowledge and skills that are most important for an entry-level or initially certified administrator to be successful on the job. Assessment directors can select or develop tests that measure and diagnose how well leaders demonstrate high-priority aspects of leader performance at certification stages, rather than tests that set a "do-no-harm" threshold for state certification. District leaders can use the performance expectations and indicators to structure induction activities for new principals to continue learning and stay in the job.

Performance Terms. The language used here is intended to help operationalize standards. While avoiding jargon as much as possible, the language and terminology are of necessity somewhat technical, with specific meanings in the field of educational administration and leadership. Some terms raise important political and social questions, so they provide opportunities for discussion and debate about education and values in a diverse society.

Policy Context. The performance expectations and indicators strongly reflect the past decade of state and federal education accountability reform policies and new research about leadership. Specifically, policies require improved performance of leaders and teachers in order to increase learning for all students, close achievement gaps, and meet high-stakes accountability requirements.

Guiding Principles

Contributors agreed that the guiding principles used in developing the ISLLC Standards were important considerations for developing the *Performance Expectations and Indicators*. Therefore, the performance expectations and indicators

- reflect the centrality of student learning

- acknowledge the changing role of the school leader

- recognize the collaborative nature of school leadership

- are high; upgrading the quality of the profession

- inform performance-based systems of assessment and evaluation for school leaders.

- are integrated and coherent

- are predicated on the concepts of access, opportunity, and empowerment for all members of the school community

Additionally, contributors decided that the performance expectations and indicators should be

- performance-based and observable for varied uses, such as stakeholder discussions of policies, programs, assessments, and personnel evaluation

- based on research that assists with selecting effective practices and interpreting and implementing them effectively in specific contexts

- organized to engage users about major ideas and issues in responsibilities of education leaders (The expectations should not be a linear progression or checklist.)

- 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

SUMMARY

The *Performance Expectations and Indicators for Education Leaders* were developed by leaders from 24 states, the District of Columbia, and America Samoa participating in CCSSO's State Consortium on Education Leadership. The performance expectations and indicators represent a current national consensus about the most important, observable aspects of education leaders' work. They are grounded in the *ISLLC Standards for School Leaders* (1996) and can serve as a companion guide to the new *Education Leadership Policy Standards: ISLLC 2008*. The *Performance Expectations and Indicators* are an important component of a coherent system of leadership development and serve as a resource to recruit, train, guide, and support high-quality leaders needed in our nation's districts and schools.

"The *Performance Expectations and Indicators* are an important component of a coherent system of leadership development and serve as a resource to recruit, train, guide, and support the high-quality leaders needed in our nation's districts and schools."

PERFORMANCE EXPECTATION 1: **Vision, Mission, and Goals**

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

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

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

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 developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

The vision, mission, 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. The vision, mission, 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, mission, and goals. To be effective, processes of establishing vision, mission, and 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 the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice.

Element A. High Expectations for All

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, mission, and goals with high, measurable expectations for all students and educators.

2. Aligns the vision, mission, 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, mission, 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, Mission, and Goals

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

Indicators: *A leader…*

1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.

2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, 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, mission, and goals so educators and the community understand, support, and act on them consistently.

5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

Element C. Continuous Improvement toward the Vision, Mission, and Goals

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

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, mission, 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, mission, and goals.

7. Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

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

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. Educators 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 vision, mission, 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, mission, and goals for educators, the school community, and other stakeholders.

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

Dispositions exemplified in Expectation 3:

The education leader believes in, values, and is committed to

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

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 other system components.

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 responsibilities 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. Distributes and oversees responsibilities for leadership of operational systems.

6. 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 C: 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 and distributed leadership responsibilities 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.

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

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

- **High standards for all**
- **Including family and community as partners**
- **Respect for the diversity of family composition**
- **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 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 EXPECTATION 5: **Ethics and Integrity**

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

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

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

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 Expectations 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 EXPECTATION 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 Expectation 6:

The education leader believes in, values, and is committed to

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

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 present and future 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 emerging issues that impact district and school planning, programs, and structures.

ISLLC STANDARDS FOR SCHOOL LEADERS (1996)	PERFORMANCE EXPECTATIONS AND INDICATORS (2008)

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.

Knowledge, Skills & Dispositions: 29

PERFORMANCE EXPECTATION 1: VISION AND GOALS

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

3 Elements, 16 Indicators

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.

Knowledge, Skills & Dispositions: 39

PERFORMANCE EXPECTATION 2: TEACHING AND LEARNING

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

3 Elements, 16 Indicators

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.

Knowledge, Skills & Dispositions: 38

PERFORMANCE EXPECTATION 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.

3 Elements, 16 Indicators

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.

Knowledge, Skills & Dispositions: 29

PERFORMANCE EXPECTATION 4: COLLABORATING WITH FAMILIES AND STAKEHOLDERS

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

3 Elements, 14 Indicators

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.

Knowledge, Skills & Dispositions: 29

PERFORMANCE EXPECTATION 5: ETHICS AND INTEGRITY

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

3 Elements, 14 Indicators

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.

Knowledge, Skills & Dispositions: 19

PERFORMANCE EXPECTATION 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.

3 Elements, 11 Indicators

Educational Leadership Policy Standards: ISLLC 2008

as adopted by the National Policy Board for Educational Administration (NPBEA) on December 12, 2007

STANDARD 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

STANDARD 2

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

STANDARD 3

An education leader promotes the success of every student by ensuring management of the An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

    A. Monitor and evaluate the management and operational systems

    B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

    C. Promote and protect the welfare and safety of students and staff

    D. Develop the capacity for distributed leadership

    E. Ensure teacher and organizational time is focused to support quality instruction and student learning

STANDARD 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

    A. Collect and analyze data and information pertinent to the educational environment

    B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

    C. Build and sustain positive relationships with families and caregivers

    D. Build and sustain productive relationships with community partners

STANDARD 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

    A. Ensure a system of accountability for every student's academic and social success

    B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

    C. Safeguard the values of democracy, equity, and diversity

    D. Consider and evaluate the potential moral and legal consequences of decision-making

    E. Promote social justice and ensure that individual student needs inform all aspects of schooling

STANDARD 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

    A. Advocate for children, families, and caregivers

    B. Act to influence local, district, state, and national decisions affecting student learning

    C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

Element A. High Expectations for All: The vision and goals establish high, measurable expectations for all students and educators.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: The process of creating and sustaining the vision, mission, 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, Mission, and Goals: Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

PERFORMANCE EXPECTATION 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, mission, and goals.

PERFORMANCE EXPECTATION 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 responsibilities 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. 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.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

Education leaders ensure the success of all students by Collaborating with Families and 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 EXPECTATION 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 EXPECTATION 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.