

2014 ISLLC Standards: Final Committee Report

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Standard 1: Vision and Mission

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

Functions:

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

Standard 2: Instructional Capacity

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

Functions:

- A. Recruits and hires instructionally effective teachers and other professional staff
- B. Develops individual and collective knowledge, skills, and dispositions of instructional staff
- C. Ensures on-going and differentiated professional learning based on knowledge of adult learning and development
- D. Supports staff with human, financial, and technological resources
- E. Employs research-anchored and valid systems of supervision and evaluation
- F. Protects teaching and learning from disruptive forces
- G. Provides motivational support to teachers and other professional staff

Standard 3: Instruction

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

Functions:

- A. Maintains a culture of high expectations and challenge
- B. Ensures that instruction is authentic and relevant to students' experiences and futures
- C. Ensures that instruction is anchored on best understandings of child development and effective pedagogy
- D. Ensures student strengths-based approaches to teaching and learning
- E. Ensures the use of effective differentiated pedagogy and student supports to reduce learning gaps
- F. Provides ongoing, salient, informative, and actionable feedback to teachers and other professional staff
- G. Ensures the use of pedagogy that treats students as individuals and promotes constructive sense of self
- H. Ensures the presence of culturally responsive pedagogy that affirms student identities
- I. Monitors instruction and instructional time
- J. Employs technology in the service of teaching and learning

Standard 4: Curriculum and Assessment

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

Functions:

- A. Ensures academic rigorous and well-rounded curricular and assessment programs.
- B. Ensures culturally relevance in curricula and assessments
- C. Direct curricula and assessments to maximize opportunity for student learning
- D. Ensures authentic learning and assessment experiences
- E. Emphasizes assessment systems congruent with understandings of child development and technical standards of measurement
- F. Ensures the use of learning experiences that enhance both enjoyment of and success in learning
- G. Uses assessment data in ways that are appropriate to their intended uses and within their technical limitations.

Standard 5: Community of Care for Students

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

Functions:

- A. Ensures the formation of a culture defined by trust
- B. Ensures that each student is known, accepted and valued, respected, and feels a sense of belonging.
- C. Ensures that students are enmeshed in a safe, secure, emotionally protective, and healthy environment
- D. Ensures that each student has adequate, relevant, and sustained academic and social support that supports expectations for academic success
- E. Ensures that each student is an active member of and takes responsibility for the school
- F. Provides student with academic and social experiences that are congruent with the cultures and languages of the community

Standard 6: Professional Culture for Teachers and Staff

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

Functions:

- A. Develops and supports productive and trusting working relationships
- B. Nurtures a commitment to shared goals
- C. Provides for collaborative work
- D. Facilitates shared ownership
- E. Develops collaborative leadership skills
- F. Promotes a climate of collective efficacy
- G. Monitors and nurtures a culture of shared accountability for colleagues, for students, and for the school as a whole

Standard 7: Communities of Engagement for Families

An educational leader promotes the academic success and personal well-being of every student by promoting communities of engagement for families and other stakeholders in the school's community.

Functions:

- A. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- B. Nurtures a sense of approachability and welcome and sustains positive relationships with families and caregivers
- C. Builds and sustains productive relationships with community partners in the government, non-profit, and private sectors
- D. Advocates for policies and resources for the community
- E. Is present in, understands, and engages with community needs, priorities, and resources
- F. Communicates regularly and openly with families and stakeholders in the wider community
- G. Develops partnerships with families to support student learning at home.
- H. Monitors engagement with families and community.
- I. Represents the school effectively to parents and the community to manage enrollments and secure support and resources

Standard 8: Operations and Management

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

Functions:

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

- M. Acts entrepreneurially in the service of the school or district
- N. Manages enrollment under conditions of competition

Standard 9: Ethical Principles and Professional Norms

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

Functions:

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

Standard 10: Equity and Cultural Responsiveness

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

Functions:

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

Standard 11: Continuous School Improvement

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

Functions:

- A. Anticipates, assesses, analyzes, and discerns the value of emerging trends to shape school or district decision making
- B. Initiates and manages school and system-wide change
- C. Enables others to engage productively with improvement processes
- D. Navigates improvement efforts in the midst of ambiguity and competing demands and interests inside and outside the school and district
- E. Promotes a culture of evidence-based inquiry and continuous learning linked to processes of planning, decision making, and implementation of improvements
- F. Maintains a systems perspective and promotes alignment across all dimensions of the school or district
- G. Promotes a culture of collective direction, shared engagement, and mutual accountability consistent with vision, mission, and values