STATEWIDE FRAMEWORK
FOR INTERNSHIP PROGRAMS
FOR SCHOOL LEADERS

APPROVED BY THE

ARIZONA STATE BOARD OF EDUCATION

SEPTEMBER 22, 2008

Statewide Framework for Internship Programs for School Leaders

INTRODUCTION

Across the nation, from the smallest towns to the largest cities, the quality of virtually every community is defined by the strength of its schools. To prepare school leaders capable of bringing about change that enhances student achievement requires an internship program aligned with the job requirements of today's school leaders. The Arizona State Board of Education recognizes this need and wants to ensure all persons preparing to become school leaders in Arizona have an internship experience that leads to success as an administrator. To address this need, the Board directed the Arizona Department of Education (ADE) to develop a statewide framework for internship programs for school leaders.

ADE convened leadership teams from eight universities that have approved educational leadership preparation programs for a two-day work session to accomplish the task of drafting a statewide framework. (Appendix A contains the membership for each team.) The facilitated work session incorporated the work and research of the Southern Regional Education Board (SREB) and its *Developing Internship Programs for School Leaders* as well as input from the teams. The SREB module walks teams through the process of creating a well-designed internship program using a series of discussion points and questions. The module supports the belief that a quality internship program creates the opportunity for aspiring principals to demonstrate, under the guidance of an experienced and trained school leader and university supervisor, that they have acquired the necessary knowledge and skills to change schools and classrooms and can apply these skills effectively in a school setting where they must work with teachers to accelerate student achievement.[1]

The revised ISLLC Standards, developed by the National Policy Board for Educational Administration (NPBEA), were used to provide guidance to the teams (see Appendix B). The *ISLLC 2008* provides high level guidance and insight about the traits, functions of work, and responsibilities of school and district leaders.

The framework presented in this document has been built upon the insights gained from the extensive discussions with the leadership teams. Recommendations and guiding principles are presented to help illustrate the characteristics of effective internship programs for schools, districts, and universities that are interested in improving and enhancing current programs and partnerships.

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[1] Southern Regional Education Board. "The Principal Internship: How Can We Get It Right?" 2008.

OVERVIEW

The Framework represents a major statewide effort to identify the critical features/conditions of quality internship programs and to determine what guidance should be provided to ensure that these features are part of a statewide principal preparation program.

To better understand the dynamics of internship programs, the leadership teams responded to a series of discussion points and questions illuminating how successful internships are structured, implemented and evaluated. Each team was responsible for compiling key points from each discussion and reporting to the entire group. At the conclusion of the 2-day work session, the work of each team was compiled and a Framework drafted for review and comments.

The primary discussion points and basis for the Framework developed are:
1. Qualities of Internship Programs
2. Goal of Internship
3. University and School District Partnership Structure
4. Internship Structure
5. Selection of Interns
6. Competencies for Interns
7. Intern Learning Planner
8. Mentors
9. Program Materials
10. Monitoring and Evaluation

It is the purpose of this Framework to provide guiding principles and recommendations to ensure quality internship programs. However, a degree of flexibility has been built in to the guidelines to permit universities to meet specific needs of the interns and the school districts.

The Framework is also designed to recognize diversity within Arizona in terms of its school population:

> *With slightly over one million students, minorities represent 57% of the student population; 47% of the student population participates in the free & reduced-priced lunch program, and 12.3% of students are ELL (English Language Learners). However, these students are not distributed equally across districts or the state.*

school district location:

> *There are three large urban hubs in Arizona; the remaining twelve counties are primarily rural, and some are remote and isolated. There are 21 tribal groups in Arizona and 15 live in extremely remote areas. Several of Arizona's rural and suburban districts are faced with high-growth, some quadrupling in size in just five years.*

and school district size:

> *Some school districts have less than 100 students while the largest district serves approximately 75,000 students.*

FRAMEWORK FOR INTERNSHIP PROGRAMS

Qualities of Internship Programs

A well-designed internship program:

- Is based on national standards [e.g., Interstate School Leaders Licensure Consortium (ISLLC 2008)[2], Educational Leadership Constituent Council (ELCC)[3,4]];
- Is informed by other professional education organizations.
- Requires collaboration between university and school district;
- Contains a set of school-based assignments designed to provide opportunities for application of knowledge and skills as identified in national standards and research;
- Reflects a developmental continuum of practice (matched with individual intern needs) that progresses from observing to participating and ultimately leading school-based activities related to the core responsibilities of school leaders with analysis, synthesis and evaluation of real-life problems;
- Provides opportunities to work with diverse needs of students, teachers, parents and communities;
- Provides handbooks or other guiding materials that clearly define the expectations, processes and schedule of the internship to interns, university supervisors, mentors, and district personnel;
- Provides supervision by university faculty who have the expertise to provide formative feedback on interns' performance;
- Provides mentors who are Arizona administrator certified in the principalship or superintendency and collaborate with the intern and university to provide opportunities for developing leadership capabilities; if students are completing their program out-of-state, the mentor must hold a valid administrator certificate in the state where the student is being supervised; and
- Conducts formative and summative evaluation of intern using standards-based competencies from multiple data sources, which may include university supervisor and mentor evaluations, surveys, portfolios, etc.

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[2] http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf
[3] http://www.ncate.org/public/programStandards.asp?ch=4 ; http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf
[4] The ELCC standards are currently being rewritten to align with the ISLLC 2008.

Goal of Internship

The goal of the internship is to provide significant opportunities for candidates to synthesize and apply knowledge and to practice and develop the skills identified in national leadership standards (i.e., ISLLC 2008, ELCC) as measured by substantial, sustained work in real settings, planned and guided cooperatively by university and school district personnel.

University and School District Partnership Structure

The partnership structure is defined by several variables including the size of the school and school district, past relationships among the partners, vision and goals of each partner, and the number and frequency of intern placements. Therefore, varying degrees of flexibility are built into the guiding principles for partnerships.

- Partnerships should be collaborative relationships and may include university administrators, university supervisors, university faculty, district administrators, mentors, alumni, and interns.
- Partnerships require support and resources from several levels and sources and may include support from universities, businesses, school districts, foundations, Arizona Department of Education as well as additional federal and state funding.
- Partnerships are developed with clear definitions of success for all partners and may be evaluated through collaboration between interns, mentors, university supervisors, and district administrators.
- Partnerships include clear expectations of all parties which include:
  o Program coordination conducted by the university;
  o Collaboration on internship supervision between university faculty and district mentor; and
  o Collaboration between university faculty and district administrators on mentor selection.

Internship Structure

The internship structure that supports the goal of the internship should include the following variables: time and experience, mentors and mentoring ratio.

Time & Experience:
- The internship model should be observing, participating, and leading;
- Field experiences should be embedded in coursework throughout the program;
- The internship should allow time for authentic experiences in the principal's role;
- The internship may allow for exploration of various school levels (i.e., a K-12 experience) depending on the needs of the candidates;
- The internship should include a diversity of experiences;
- An internship placement should require experiences over a minimum of 15 weeks or longer (or the equivalent), and along with field work, can occur at various points in the program;
- The field work and internship should be a minimum of 270 hours;
- The internship should include opportunities for full-day shadowing experiences.

Mentors & Intern:Mentor Ratio
- Ideally, there should be a one-to-one ratio; however, as circumstances warrant, mentors may have up to three interns at one time;
- Incentives for mentors may include:
  - Continuing professional development credit for certificate renewal
  - Stipends
  - Tuition vouchers
- Incentives for mentors may be provided by universities, businesses, school districts, foundations, Arizona Department of Education as well as federal and state funding.
- Partnerships are developed with clear definitions of success for all;
- University supervisor should have a minimum of three contacts in the field with mentors and interns.

The suggested roles and responsibilities of mentors, interns, university supervisors, district personnel, and state are provided in Appendix C.

Selection of Interns

Internship programs provide opportunities for aspiring principals to practice the leadership behaviors that are linked to increasing student achievement, to learn under the supervision of an experienced principal, and to meet the administrator standards developed by ISLLC 2008 and ELCC. In order to be eligible to participate in an internship program, an individual:

- Has successfully completed all prerequisites for the internship program in an Arizona state-approved leadership preparation program;
- Has a minimum of three (3) years of experience as a certified teacher;
- Has two professional recommendations endorsing the candidate;
- Minimum Grade Point Average (GPA) of 3.0 both overall and in content courses;
- A grade of 'C' or better on all Signature Assessments for core courses; and
- Completed Internship Application and meeting with University Supervisor.

Competencies for Interns

National standards should be used to determine leadership competencies. The State Board of Education requires the use of standards adopted by Interstate School Leaders Licensure Consortium (ISLLC)[5]. Standards from the Educational Leadership Constituent Council (ELCC)[6] are being used in conjunction with ISLLC 2008 by some universities. The minimal level of proficiency for each competency is *entry level* as determined through the use of a rubric.

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[5] http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf
[6] http://www.ncate.org/public/programStandards.asp?ch=4 ; http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Intern Learning Plan

The purpose of the learning plan is to ensure the intern is working toward reaching specific standards in competency-based activities that build skills through observing, participating, and then leading.

- Plans should be consistent with adult learning principles;
- Each university should develop a competency-based learning plan that is aligned to ISLLC 2008 standards. The plan may also incorporate ELCC standards, if adopted by the university, along with the norms of professional practice developed by other organizations to help guide the experience;
- Plans should be individualized and incorporate input from the intern, mentor, and university supervisor in order to adequately address district/school needs, intern needs and university requirements;
- Plans should incorporate evidence (e.g., portfolios) that demonstrates competencies and provides accountability for intern learning outcomes; and
- The intern's progress should be monitored and evaluated collaboratively by the university supervisor, mentor, and intern through the use of competency-based rubrics.

Program Materials

Program materials ensure that the internship program is implemented as designed. A variety of support materials can be developed ranging from intern/mentor handbook to program applications. The primary purpose of these support materials is to set clear expectations for all participants in the internships: interns, mentors, and university supervisors.

At a minimum, the internship program should provide an intern/mentor handbook that describes roles and responsibilities of various parties.

Additional program materials that could be considered for development or inclusion include:
- ISLLC 2008 standards and/or ELCC standards, when appropriate
- Internship application
- Guidelines on using various strategies such as reflecting, journaling, creating a portfolio
- Mentor and intern questionnaires/surveys
- Schedule for completion of program internship
- Suggested guidelines for mentor coaching
- Recommended resources for successful completion of the internship

Mentor Selection

The selection of a mentor is initiated by the intern with approval from both the district and the university. The university should provide the intern with guidelines for selecting a mentor along with characteristics of an effective mentor. Monitoring and tracking of the internship by the university should ensure a good internship experience as well as contribute to the development of a pool of mentors. Universities should have procedures in place for "deselecting" a mentor when deemed appropriate.

Suggested characteristics of an effective mentor include:
- Demonstrates effectiveness as school leader
- Models continuous learning and reflection
- Encourages open communication
- Ability to handle the unexpected with professionalism
- Follows district and board policies
- Builds confidence in intern
- Expresses an interest in being a mentor
- Is culturally competent
- Demonstrates generosity in sharing ideas and resources
- Provides introductions and networking opportunities for intern
- Instills a sense of trust and support
- Willing and able to devote dedicated time to the intern on a regular basis
- Listens well and serves as a sounding board
- Is accepting of differences

Mentor Orientation

Mentor orientation should include program description, role clarification, calendar, establishing trust and rapport, laying out responsibilities, and identifying sources of mentor support. The university should determine what professional development should be provided for mentors in conjunction with districts. The university should determine the method of delivery (i.e., online, handbooks, face-to-face orientations, group or individual meetings) for mentor orientation.

Monitoring and Evaluation

The purpose of monitoring and evaluation is to measure the results of the internship program and ensure the quality of mentoring and structured internship experiences. A variety of formative and summative evaluation materials have been produced by university internship programs and educational leadership projects. These materials should be reviewed for possible inclusion or adaptation in the evaluation process.

Universities should construct a plan to monitor and evaluate the quality and impact of principal internship programs. Multiple sources of formative and summative data should be considered in the development of questions and evaluation strategies. Sample sources are listed below:

- Informal conversation
- Reflection journals
- Artifacts (i.e., products related to the work of the principalship)
- Formal surveys: intern, mentor, university supervisor, district personnel
- Rubrics for evaluating intern proficiency
- Interviews with stakeholders
- Checklists evaluating implementation against program planning documents
- Satisfaction surveys: intern, mentor, university supervisor, district personnel
- University program data
- Internship program costs
- Other tools that may be germane to a specific university's program and its evaluation plan.

Appendix A: Statewide Framework Workgroup

Ct	Organization	Position	Name	Phone	Email Address	Address1	City, State Zip
1	Wellington Consulting Group, Ltd.	*Consultant*	Dr. Jane Dowling	(480) 205-1316	janedowling@msn.com	8406 E Canyon Estates Circle	Gold Canyon, AZ. 85218
2	Arizona Department of Education	*Deputy Associate Superintendent*	Jan Amator	(602) 364-2294	jan.amator@azed.gov	1535 W. Jefferson Street	Phoenix, AZ 85007
3	Arizona Department of Education	*Director, Title II-A, Recruitment and Retention of Highly Qualified Teachers*	Patty Hardy	(602) 542-3626	patty.hardy@azed.gov	1535 W. Jefferson Street	Phoenix, AZ 85007
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5	Arizona State University, Tempe	*Dean/Associate Dean of COE*	Dr. George Hynd	(480) 965-9887	george.hynd@asu.edu	PO Box 870211	Tempe, AZ 85287-0211
6	Arizona State University, Tempe	*University Supervisor for Ed Admin Internship*	Dr. Marian Hermie	(480) 727-7083	marian.hermie@asu.edu	PO Box 827411	Tempe, AZ 85287-2411
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8	Arizona State University, Tempe	*Superintendent/Asst. Superintendent of partner LEA*	Dr. Kent Davis	(623) 445-4951	kent.davis@dvusd.org	Associate Superintendent Deer Valley USD	Phoenix, AZ 85027
9	Arizona State University, Tempe	*Practicing Principal*	Patrick Sweeney	(480) 367-5820	psweeney@pvschools.net	Sonoran Sky Elementary Paradise Valley USD	Scottsdale, AZ 85260
10	Arizona State University, Tempe	*Alumni of principal preparation program*	Kathryn Borgesen	(623) 445-8604	emily.borgesen@asu.edu	Boulder Creek High School	Anthem, AZ 85086

Ct	Organization	Position	Name	Phone	Email Address	Address1	City, State Zip
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14	Arizona State University, West	*Superintendent/Asst. Superintendent of partner LEA*	Dr. Denton Santarelli	(623) 486-6005	dsantare@peoriaud.k12.az.us	6330 W. Thunderbird Road	Glendale, AZ 85306
15	Arizona State University, West	*Practicing Principal*	Kris Vanica	(623) 547-1200	vanica@lesd.k12.az.us	13335 W. Missouri Avenue	Litchfield Park, AZ 85340
16	Arizona State University, West	*Alumni of principal preparation program*	Mary Abrigo	(623) 877-6865	marymac7@msn.com	10210 W. Denton Lane	Glendale, AZ 85307
17	Capella University	*Dean/Associate Dean of COE*	Dr. Jim Wold	(612) 977-5936	jim.wold@capella.edu	225 S. Sixth Street 9th Floor	Minneapolis, MN 55402
18	Capella University	*University Supervisor for Ed Admin Internship*	Dr. Bill Wold	(320) 221-0274	william.wold@capella.edu	26416 CSAH 14	Darwin, MN 55324
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Ct	Organization	Position	Name	Phone	Email Address	Address1	City, State Zip
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23	Grand Canyon University	*University Supervisor for Ed Admin Internship*	Kimberly La Prade	(602) 639-6360	klaprade@gcu.edu	3300 W. Camelback Road	Phoenix, AZ 85017
25	Grand Canyon University	*Superintendent/Asst. Superintendent of partner LEA*	Dr. Carlos Bejarano		cbejarano@isaacschools.org	3401 N. 67th Ave.	Phoenix, AZ 85033
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27	Grand Canyon University	*Alumni of principal preparation program*	Rene Murphy, M.Ed.	(480) 362-2208	cstarnauld@gcu.edu	10005 East Osborn Road	Scottsdale, AZ 85256
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29	Northern Arizona University	*University Supervisor for Ed Admin Internship*	Dr. William Wright	(602) 776-4635	bill.wright@nau.edu	NAU Mesa Campus	Mesa, AZ 85201
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31	Northern Arizona University	*Superintendent/Asst. Superintendent of partner LEA*	Mike Aylstock	(928) 368-6126 x100	aylstock@sedona.k12.az.us	Blue Ridge Unified School District #32	Lakeside, AZ 85929

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48	University of Phoenix	*Dean/Associate Dean of COE*	Dr. Cindy Knott	(602) 387-6824	cindy.knott@phoenix.edu	Phx-Oni-Faculty Governance	Phoenix, AZ 85034
49	University of Phoenix	*University Supervisor for Ed Admin Internship*	Dr. Mary Belle McCorkle	(520) 299-3094	marybelle@qwest.net	4220 N. Camino Gacela	Tucson, AZ 85718
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52	University of Phoenix	*Practicing Principal*	Joe Walters	(480) 244-7522	walters.joe@chandler.k12.az.us	Weinberg Elementary School Chandler USD	Gilbert, AZ 85298
53	University of Phoenix	*Alumni of principal preparation program*	Candace Adams	(480) 636-7006	candaceadams@email.phoenix.edu	48575 S. Summit Court	Gilbert, AZ 85298

Appendix B: Educational Leadership Policy Standards: ISLLC 2008

ISLLC

Educational Leadership Policy Standards:

2008

As Adopted by the National Policy Board for Educational Administration

CCSSO

THE COUNCIL OF CHIEF STATE
SCHOOL OFFICERS

LEADERSHIP, ADVOCACY, SERVICE

Educational Leadership
Policy Standards: ISLLC 2008

As Adopted by the National Policy Board
for Educational Administration

Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nation-wide, 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.

National Policy Board for Educational Administration

The following organizations and councils are members of the National Policy Board for Educational Administration (NPBEA): American Association of Colleges for Teacher Education, American Association of School Administrators, Association for Supervision and Curriculum Development, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Council for Accreditation of Teacher Education, National Council of Professors of Educational Administration, National School Boards Association, and University Council for Educational Administration.

For the past two years, the NPBEA Interstate School Leaders Licensure Consortium (ISLLC) Steering Committee has been revising the ISLLC Standards. This steering committee asked each NPBEA organization to obtain input from its respective constituencies regarding the revision of the ISLLC Standards. The NPBEA/ISLLC Steering Committee also created a national Research Panel that identified the research base for updating these ISLLC Standards. This document presents the updated standards, explains the research behind the revisions, and provides other material explaining how the policy standards can be used.

The Wallace Foundation

The Wallace Foundation supported the development of *Educational Leadership Policy Standards: ISLLC 2008* as part of its long-term commitment to develop and share knowledge, ideas, and insights aimed at increasing understanding of how education leadership can contribute to improved student learning. Many of the resources cited in this publication and other materials on education leadership can be downloaded for free at www.wallacefoundation.org.

Table of Contents

To review the extensive collection of research that was studied during the development of the policy standards and additional research conducted subsequent to this work, please go to:
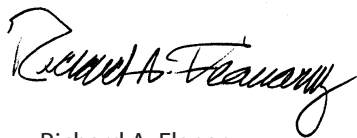
www. ccsso.org/ISLLC2008Research

Dear Colleagues:

We are very pleased to announce the publication of *Educational Leadership Policy Standards: ISLLC 2008*, as adopted by the National Policy Board for Educational Administration (NPBEA).

We have been privileged over the past two years to co-chair NPBEA's Steering Committee. Convened by NPBEA (the member organizations are listed on page 21) in response to requests from our constituents for updated leadership standards, the Steering Committee developed and guided a process for updating the 1996 *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders*. We relied heavily on professional groups and stakeholders throughout the process, and the new standards are the result of this national collaboration. They incorporate what has been learned about education leadership in the past decade and address the changing policy context of American education.

These standards retain the structure or "footprint" of the six original ISLLC Standards, but they are written for new purposes and audiences. *Educational Leadership Policy Standards: ISLLC 2008* reinforces the proposition in the original ISLLC Standards that leaders' primary responsibility is to improve teaching and learning for all children. However, the updated standards are explicitly policy-oriented because the 1996 *ISLLC Standards for School Leaders* have been so widely used as a model for state education leadership policies.

We are committed to gathering reactions to and learning from experience with these new policy standards in order to keep them vibrant in the ever-changing education policy arena. We encourage you to contact your respective organizational representatives with your feedback on *Educational Leadership Policy Standards: ISLLC 2008*. These standards are intended to enhance the field by stimulating dialogue about a new conception of education leadership that will improve policies and practices nationwide.

Sincerely,

Richard A. Flanary
Co-Chair, NPBEA Steering Committee

Joseph H. Simpson
Co-Chair, NPBEA Steering Committee

Foreword

By Gene Wilhoit
Executive Director, CCSSO

Education leadership is more important than ever. States recognize that schools and districts will not meet demanding requirements for improving achievement without effective leaders. This publication, *Educational Leadership Policy Standards: ISLLC 2008*, represents the latest set of high-level policy standards for education leadership. It provides guidance to state policymakers as they work to improve education leadership preparation, licensure, evaluation, and professional development.

As adopted by the National Policy Board for Educational Administration (NPBEA), these standards reflect the wealth of new information and lessons learned about education leadership over the past decade. This document, which introduces the *Educational Leadership Policy Standards: ISLLC 2008* (hereafter referred to as *ISLLC 2008*), shows the importance of policy standards to leadership-related activities.

Part I discusses the high-profile demands placed on education leaders to raise student achievement and the role that policy standards can play in helping them meet these growing expectations. Part II describes the differences between *ISLLC 2008* and the original leadership standards, reviews the updating process, and makes the case for the development of the new policy standards. Part III describes some of the highlights from research on education leadership conducted over the past decade, while Part IV explains how policy standards form the foundation for a continuum of policies and activities that guide education leaders throughout their careers. Part V presents the new policy

These standards reflect the new information and lessons learned about education leadership.

standards, while Part VI describes specific activities, such as leadership academies and professional development, that can be guided by *ISLLC 2008*.

This standards document builds on the Council of Chief State School Officers' tradition of leadership in this area. The *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* (hereafter referred to as *ISLLC 1996*) were written by representatives from states and professional associations in a partnership with NPBEA in 1994–95, supported by grants from the Pew Charitable Trusts and the Danforth Foundation. The standards were published by CCSSO in 1996.

Recognizing the importance of updating that work, The Wallace Foundation provided support to review the growing base of research on education leadership and to disseminate *ISLLC 2008*.

While it was clear that school leaders were essential to the smooth and efficient operation of schools, when the 1996 standards were developed there was little research or consensus on the characteristics of good school leaders, the role principals play in raising student achievement, and the best policies and practices for expanding the nation's pool of effective administrators.

In developing the new standards, NPBEA consulted with policy-oriented, practitioner-based organizations, researchers, higher education officials, and leaders in the field. NPBEA also worked with a panel of scholars and experts in education administration to identify the research base for updating *ISLLC 1996*—research that previously did not exist.

These standards helped lay the foundation necessary for states to develop—and be more informed as they built and supported —various levels of the educator system, from preparation and induction to professional development and performance evaluation.

Since then, 43 states have used the 1996 *ISLLC Standards for School Leaders* in their entirety or as a template for developing their own standards. With these guiding standards in place, states have been much more successful in addressing school leadership and needs at each stage of an education leader's career.

These much-anticipated updated policy standards would not have been possible without the tireless dedication of several groups and individuals. For over ten years, they have dedicated themselves to improving the leadership of our nation's schools.

States should review the new policy standards and use them to shape, develop, and help implement the policies and practices that will give our nation's children the leaders they need and deserve to succeed in the 21st century. Most states have made important progress toward improving their school leaders, but more work needs to be done, particularly to support and train leaders at all stages along the career continuum. We believe these policy standards will provide the foundation for this work.

Introduction

Over the past decade, dramatic changes have put education leadership at the forefront of education policy research and debate. Research has taught us that school leaders are crucial to improving instruction and raising student achievement. At the policy level, school performance measures have been codified in state and federal law to hold schools increasingly accountable for raising student achievement among students from all population subgroups. At the same time, schools are under pressure to produce high school graduates who are better trained and who can adapt to an ever-changing workplace.

These mounting demands are rewriting administrators' job descriptions every year, making them more complex than ever. Today, education leaders must not only manage school finances, keep buses running on time, and make hiring decisions, but they must also be instructional leaders, data analysts, community relations officers, and change agents. They have to be able to mobilize staff and employ all the tools in an expanded toolbox.

Clear and consistent standards can help them do this. *ISLLC 2008* will help state policymakers strengthen selection, preparation, licensure, and professional development for education leaders—giving these leaders the tools they need to meet new demands.

"The national conversation has shifted from 'whether' leadership really matters or is worth the investment, to 'how' to train, place, and support high-quality leadership where it's needed the most: in the schools and districts where failure remains at epidemic levels," wrote Wallace Foundation President M. Christine DeVita in *A Bridge to School Reform*. Unfortunately, the same report also noted that "states are only beginning to put

ISLLC 2008 keeps the "footprint" of the original ISLLC standards, but is written for new purposes and audiences.

together coherent systems that reliably achieve the goal of placing an appropriate, well-trained principal in every school."

Fortunately, the last decade has produced more research than ever about education leadership and the role that school leaders can and should play in raising student achievement. One of the clearest lessons from this research is that the states that are using education leadership standards are on the right track. According to an extensive review of the research literature funded by The Wallace Foundation, goal- and vision-setting, which are articulated in the standards, are areas in which education leaders can have the most impact. Standards and other guidelines have been shown to be essential tools in developing effective pre-service training programs for principals.

Therefore, incorporating clear and consistent standards and expectations into a statewide education system can be a core predictor of strong school leadership.

Drawing on this new knowledge allows policymakers and educators to devote more time and energy to strategies that have been shown to work. *ISLLC 2008* is meant to serve

as a foundational piece for policymakers as they assess current goals, regulations, policies, and practices of education leaders.

These policy standards can be used by policymakers to think about their system of educator development. Standards are the foundation and can inform all components of an aligned and cohesive system—preparation, licensing, induction, and professional development. They can help states set expectations for licensure, guide improvements in administrator preparation programs at colleges and universities, and influence the process for screening and hiring leaders, even at the level of local school boards. Just as importantly, they can set parameters for developing assessment instruments, practice standards, and professional development to facilitate performance growth toward expert practice.

Additionally, they can inform state policies, not just for those coming into the field, but for all leaders as they move through their careers. These standards can help to further clarify expectations for professional development and the performance of veteran principals. Ultimately, the standards can help states create a seamless set of supporting policies and activities that span the career continuum of an education leader.

This document presents the newly adopted NPBEA standards coupled with the growing research base available on education leadership and suggestions for how standards can help serve as the foundation of an entire system of educator development.

Policy Standards:
Building a Better Vision for Leadership

ISLLC 2008 is designed to serve as a broad set of national guidelines that states can use as a model for developing or updating their own standards. These standards provide high-level guidance and insight about the traits, functions of work, and responsibilities they will ask of their school and district leaders. Using the policy standards as a foundation, states can create a common language and bring consistency to education leadership policy at all levels so that there are clear expectations.

Gene Wilhoit, the executive director of the Council of Chief State School Officers, describes policy standards as the first step toward creating comprehensive, locally tailored approaches for developing and retaining high-quality leaders. The ultimate goal of these standards, as with any set of education standards, is to raise student achievement. These standards contribute to this effort by improving coordination among policymakers, education leaders, and organizations. They do this by beginning to answer questions such as:

- How do schools of education know what education leaders need to know as it relates to every child meeting academic achievement standards?
- How can schools of education effectively convey that knowledge in a coherent fashion?

- How does a district or school evaluate the skills and dispositions of a candidate to improve student performance?
- How does one evaluate appropriate continuing education programs or mentoring of new principals?
- How does one evaluate existing school leaders in meeting accountability goals?

Responding to the Field

In the fast-changing education policy environment, a set of standards is only as good as the input on which it is based. *ISLLC 2008* addresses changes in the field and responds to input from practitioners and policy leaders. Among the concerns addressed is

These standards provide high-level guidance and insight about the traits, functions of work, and responsibilities expected of school and district leaders.

the fact that the 1996 standards were too restrictive, as the very nature of listing examples of leadership indicators was unintentionally limiting and negated other areas that could have been included in an exhaustive listing.

The new standards also respond to concerns that the 1996 standards "froze" leadership preparation programs.

ISLLC 2008 is intended to encourage more flexibility in how leadership preparation programs define and view leadership. Also, by providing a representative sample of empirical research, the new standards provide background material that was not contained in the 1996 standards.

The most fundamental change, however, responds to the recognition that when implementing the 1996 standards, some institutions used them differently, confusing policy standards with practice standards and/or program standards. Consequently, this document states unequivocally, in its title and elsewhere, that the standards here are *policy standards* and are designed to be discussed at the policymaking level to set policy and vision. NPBEA and other organizations also are engaged in efforts to make recommendations regarding how the policy standards in this publication can be used to influence leadership practice and policy.

Other points of comparison between *ISLLC 1996* and *ISLLC 2008* include:

- The language and framework of the six "broad standards" are similar, yet not identical.
- "Indicators" are not listed in the revised policy standards as they were in the 1996 version. Policy standards are there to set overall guidance and vision.
- Significantly, "functions" that define each standard have been added to replace the knowledge, skills, and dispositions. It is here that research findings and feedback from NPBEA and its members are addressed.

Improving Leadership Standards

Educational Leadership Policy Standards: ISLLC 2008 **organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:**

1. **Setting a widely shared vision for learning;**
2. **Developing a school culture and instructional program conducive to student learning and staff professional growth;**
3. **Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;**
4. **Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;**
5. **Acting with integrity, fairness, and in an ethical manner; and**
6. **Understanding, responding to, and influencing the political, social, legal, and cultural contexts.**

- While the titles of the standards and this publication have been changed to make clear that they are policy standards, the "ISLLC" moniker remains. Because so many states have adopted the ISLLC standards in one form or another, it is important to maintain this link.

Developing the Policy Standards

The new standards flow from a two-year revision process led by NPBEA. In revising *ISLLC 1996*, NPBEA consulted with its member organizations (see member list on page 21) and other policy-oriented, practitioner-based organizations, researchers, higher education officials, and leaders in the field. Additionally, NPBEA created a panel of scholars and experts in education administration to identify the research base for updating *ISLLC 1996*—a majority of this research did not exist when those original standards were published.

The NPBEA/ISLLC Steering Committee (see page 22 for a complete list) carried out its work in several phases. Each NPBEA member organization identified a strategy to obtain membership input regarding the revision of *ISLLC 1996*. Once a draft of the revised standards was complete, the NPBEA Steering Committee distributed copies to and gathered feedback from NPBEA member organizations, other professional groups, and the research panel.

The research panel was charged with identifying a research base for updating *ISLLC 1996* and for users of the updated standards. Because of the extensive nature of the

research identified and the interest in designing an interactive forum that can be regularly updated by researchers and practitioners, this information has been compiled into a database now available online at www.ccsso.org/ISLLC2008Research.

The initial research base, identified by the NPBEA research panel, contains empirical research reports as well as policy analyses,

leadership texts, and other resources considered to be "craft knowledge" and "sources of authority" in the field.

Based on this extensive process of input and feedback, the NPBEA Steering Committee revised drafts and finalized *ISLLC 2008*,

recommending the standards for adoption by the NPBEA Executive Board.

Starting in January 2008, NPBEA began updating the Educational Leadership Constituent Council (ELCC) Program Standards, which are used by the National Council for Accreditation of Teacher Education (NCATE) to review preparation programs in education leadership. The 2002 ELCC Program Standards are based on the original *ISLLC 1996*. Updating them will contribute to a coherent vision and system of leadership that can guide state policies and leadership programs.

The policy standards in this publication will form the foundation for further thought, research, dialogue, and debate on creating standards and guidelines that specifically meet the needs of practitioners. The intent of NPBEA is to continue to refine the process of policy standard revision so that the standards reflect changes in the knowledge base. *ISLLC 2008* will serve as a catalyst for research efforts to study the implementation and effects of these policy standards and the program and practice expectations aligned with or resulting from the policy standards.

Setting the Stage for ISLLC 2008

The following principles set the direction and priorities during the development of the new policy standards:

1. **Reflect the centrality of student learning;**
2. **Acknowledge the changing role of the school leader;**
3. **Recognize the collaborative nature of school leadership;**
4. **Improve the quality of the profession;**
5. **Inform performance-based systems of assessment and evaluation for school leaders;**
6. **Demonstrate integration and coherence; and**
7. **Advance access, opportunity, and empowerment for all members of the school community.**

Research Offers New Insight on Education Leadership

As noted in The Wallace Foundation 2007 report, *A Bridge to School Reform*, until recently there was little evidence about what effective education leadership looks like and the best ways to evaluate this leadership. In the past decade, a new research literature has filled this void. The research has drawn attention to the crucial connection between school leadership and student achievement. It gives state officials, education leaders, and the institutions that train school leaders new resources to guide their standards, policies, and practices.

ISLLC 2008 reflects the input of over 100 research projects and studies, which helped guide the standards revision process and, ultimately, influence the standards presented in this document.

Effective Leaders Promote Better Teaching

This research consistently points out that states and districts are right to focus on standards for education leaders. School leaders are critical to helping improve student performance. Research now shows that leadership is second only to classroom instruction among school-related factors that influence student outcomes, according to an extensive review of the research literature conducted in 2004 by Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom.

In *How Leadership Influences Student Learning*, they report that direct and indirect leadership effects account for about one-quarter of total school effects on student learning.

Effective principals and school administrators set the organizational direction and culture that influences how their teachers perform. According to *How Leadership*

Studies find leadership is second only to classroom instruction in influencing student outcomes.

Influences Student Learning, the category called "setting directions" is the area in which education leaders have the greatest impact, as the goals and sense of purpose they provide strengthens the entire staff.

Strong education leaders also attract, retain, and get the most out of talented teachers. Drawing on previous research reviews, Leithwood and his colleagues judged the research supporting this conclusion "substantial" and that effective education leaders can enhance teachers' performance by providing targeted support, modeling best practice, and offering intellectual stimulation.

Research also finds that successful leadership preparation programs—particularly those that train principals who are willing and able to work in our most challenging schools—are modeled and organized around

clear goals for systemwide values and learning. A 2007 report by Linda Darling-Hammond and colleagues at Stanford University found that exemplary pre- and in-service development programs for principals have many common components, including "a comprehensive and coherent curriculum aligned to state and professional standards, in particular the NCATE/Interstate School Leaders Licensure Consortium (ISLLC) standards, which emphasize instructional leadership."

According to *Leadership for Learning: Making the Connections Among State, District and School Policies and Practices* (2006), there are three core system elements (namely standards, training, and conditions) that determine the quality of school leadership. Adequate training and the right mix of incentives and conditions are needed to help facilitate strong leadership. But the most important element is "standards that spell out clear expectations about what leaders need to know and do to improve instruction and learning and that form the basis for holding them accountable for results."

IV.
A Comprehensive Strategy to Improve Education Leadership

ISLLC 2008 should be the starting point for future thought, research, dialogue, and debate about standards for school leaders. CCSSO and NPBEA envision these standards as the foundation for a comprehensive framework that addresses each stage of an education leader's career. The new policy standards build on *ISLLC 1996* and complement other standards and expectations related to education leadership.

As a set of policy standards, *ISLLC 2008* offers high-level guidance to policymakers and education leaders as they set goals and design their own standards. Because improving student achievement at the state level requires coordinated policies to cultivate excellent leadership at the school and district levels, policy standards establish common goals for policymakers and organizations as they form policies regarding school leadership and set statewide goals for school leadership development.

These policy standards were updated to provide a framework for policy creation, training program performance, life-long career development, and system support. Given their broad nature, they can influence and drive many system supports and changes which will ultimately lead to effective instructional leadership that positively impacts student achievement (please refer to graphic on page 13).

Training Programs with Established Performance Expectations

Serving as a foundation, these policy standards are well poised to influence and drive training and preparation programs. *ISLLC 2008* plays out at the preparation program level by establishing performance expectations and lends itself to aid in and can facilitate curriculum development, candidate assessment, and accountability. Certainly *ISLLC 2008* is already informing the NCATE accreditation process and the program standards that guide NCATE's work. In 2002, the NPBEA-appointed Educational Leadership Constituent Council released *Standards for Advanced Programs in Educational Leadership*; they are now reviewing those standards so that they will be aligned with *ISLLC 2008*.

The CCSSO State Consortium on Education Leadership (SCEL) will release in the spring of 2008 *Performance Expectations and Indicators for Education Leaders: A Companion Guide to the Educational Leadership Policy Standards—ISLLC 2008*. Describing those expectations through dispositions, elements, and indicators will help to operationalize the policy standards at a more granular level.

Licensing and Induction

In turn, *ISLLC 2008* can inform licensing and induction programs, which assess new leader professional knowledge. This helps to ensure that the new leaders in the system can

demonstrate adequate professional knowledge before moving into their position. These policy standards are an anchor and will help states formulate in very concrete and direct terms what they expect of their school leaders entering the profession.

Evaluating Performance

States additionally have the ability to set guidelines for evaluating performance of their school leaders and can use *ISLLC 2008* as a basis for this work. These evaluative measures must be performance-based and can more readily formalize what is expected of each leader in the system. Many states have successfully implemented assessment structures to ensure that there are resources in place to continually evaluate leaders' performance. The Wallace Foundation has funded a large evaluation effort with Vanderbilt University. In the fall of 2008, the Vanderbilt Assessment of Leadership in Education (Val-Ed) will be available. It was developed in recognition that leader assessment is an important step in evaluating school performance and is a key determinant of student success. Linking the assessment to *ISLLC 2008* helps states, districts, and schools create an aligned performance-based system.

Supporting Leaders Throughout the Career Continuum

Many states have recognized the need for continuing evaluation. Missouri, for example has developed the *Performance-Based Superintendent Evaluation* and the

Performance-Based Principal Evaluation. These evaluations, developed collaboratively by the Missouri Department of Elementary and Secondary Education and the state's 17 preparation institutions, set out what high-quality education leadership looks like and what school and district leaders must be able to do. Missouri has shown that policy standards can form the basis for ongoing professional development throughout the career continuum. They allow one to think about continuous improvement through high-quality career development and planning. Taken to a different level of granularity, these standards can also serve as a basis for developing descriptors of practice from aspiring to retiring.

Improving Working Conditions

As articulated previously, *ISLLC 2008* is designed to provide a framework and foundation as each state develops and aligns its expectations for education leaders. As states and districts work toward all of these improvements, they must also consider improving working conditions. *ISLLC 2008* can drive and influence how one aligns and assigns roles, responsibilities, and authority. They can also form the basis for implementing incentives for leaders to choose certain positions in specific locations. They can additionally serve as the foundation in developing an advanced professional certification for leaders. Making systemwide changes to the work environment can certainly help leaders meet their professional goals.

What Standards Can Influence and Drive within the System

Standards

Educational Leadership Policy Standards: ISLLC 2008

Provides a framework for policy creation, training program performance, life-long career development, and system support

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What Standards Can Influence and Drive within the System

- **Training programs with established performance expectations** — Aid in curriculum development, candidate assessment and accountability, with established performance expectations and appropriate program accreditation

- **Licensing and induction** — Assessing new leader professional knowledge

- **Evaluating performance** — Formal evaluation of leader performance

- **Supporting ongoing training and professional development throughout the career continuum** — Use descriptions of practice (behaviors and actions) to develop annual career goals for leader development at different career stages from aspiring to retiring

- **Improving working conditions** — Aligning roles, authority, accountability, and incentives to support leader performance

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Focus

- High-quality accredited preparation programs with explicit performance expectations

- Ensure that new leaders can demonstrate adequate professional knowledge

- High-quality annual evaluation of leader performance with improvement planning provided

- Continuous professional improvement through quality career planning and development

- Systemwide changes to help leaders accomplish their goals

Outcome

Effective instructional leadership that positively impacts student achievement

Educational Leadership Policy Standards

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 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

VI.
Making the Standards Work

Educational Leadership Policy Standards: ISLLC 2008 is now ready for state policymakers to adopt or adapt as they develop coherent education leadership policies that promote student success. These standards are the first step toward creating innovative policies and programs that ensure our investments of time and resources deliver the best possible results for our schools.

Ensuring that the standards are used at different levels of education leadership to influence student achievement should be the primary goal for policymakers. By painting a portrait of effective education leadership—the traits and objectives that all education leaders should share—the standards enable state policymakers to guide improvements. While Part IV described in more general terms how these standards can drive and influence different parts of the educator development system, here are some specific examples in making standards work.

Setting Common Expectations

As a national standards document, *ISLLC 2008* can help state leaders create a common language when discussing expectations for education leaders. They bring greater consistency to education leadership policy, while providing high-level guidance that can serve as the foundation for other portions of the system. Just as importantly, they can set parameters for developing professional development and evaluation systems that can readily facilitate performance growth of all education leaders. By and large, states have yet to evaluate performance assessments for education leaders against policy standards—this is a promising area for pioneering states.

Guidance for Leadership Academy Activities

New, comprehensive systems of education leadership standards are only as good as their implementation. To ensure that these standards improve education leadership statewide, policymakers should consider creating or expanding leadership academies for school and district leaders. These academies create opportunities to bring together faculty members from leadership preparation programs throughout a particular state and improve the coordination and consistency of expectations for education leaders. For example, Missouri's Department of Elementary and Secondary Education operates a leadership academy in cooperation with university-based preparation programs that provides standards-based evaluation and professional development for education leaders.

Improving Professional Development

The policy standards outlined in this publication can be used in evaluating current professional development offerings for education leaders. Ohio's Department of Education has collaborated with the state elementary and secondary principals associations to create a two-year induction program for new principals. Each new principal selects a content track for performance-based professional development based on *ISLLC 1996*. However, states can do much more to create standards-based mentoring programs for educational leaders and collect performance data that link areas of weakness to professional learning plans for leaders.

Strengthening State Systems

States need to do more to comprehensively monitor and report the impact that preparation and professional development programs are having on the quality of education leadership—*ISLLC 2008* can help with this task. Some states have taken initial steps: Delaware, for example, has developed assessments to report on preparation programs; and Kentucky has commissioned validation studies on certification exams. Standards-based professional evaluation remains an area ripe for additional development and leadership by states.

Maximizing Returns for Student Results

By drawing on the latest research on education leadership, these new standards orient policymakers toward the most important aspects of education leadership, allowing them to maximize the impact of limited resources on student achievement. State policymakers can adopt or adapt them into statute and/or regulation. Chief state school officers can work closely with governors and legislators to pass new standards and policies and allocate funding for implementation. These standards can also provide greater clarity to the public by outlining the expectations we should have for each and every leader.

ISLLC 2008 supports the role of principals as instructional leaders and the importance of sound education leadership at all levels to raising student achievement—and offers concrete policy recommendations that flow from these standards. As such, they are an important resource for guiding the next generation of education leadership policies and programs.

Appendix 1: Comparing ISLLC 1996 and ISLLC 2008

Changes made to the text of each standard are underlined below.

ISLLC Standards for School Leaders (1996)	Educational Leadership Policy Standards: ISLLC 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**	**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: 5**
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**	**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: 9**
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**	**STANDARD 3:** An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. **Functions: 5**
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**	**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: 4**
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**	**STANDARD 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. **Functions: 5**
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**	**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: 3**

Educational Leadership Policy Standards: ISLLC 2008

An education leader promotes the success of every student by...

STANDARDS / **FUNCTIONS**

STANDARDS	A	B	C	D	E	F	G	H	I
1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders	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				
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	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
3. Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment	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				
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	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					
5. Acting with integrity, fairness, and in an ethical manner	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				
6. Understanding, responding to, and influencing the political, social, economic, legal, and cultural context	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						

Appendix 3: Glossary of Terms

Craft Knowledge: Abilities, awareness, information, and other accumulated knowledge based on field and classroom experience.

Empirical: A type of evidence "gained from observation or experiment rather than theory" (Source: *Webster's II: New Riverside Dictionary*).

Function: The action or actions for which a person or thing is responsible.

Policy Standards: High-level, broad national standards that policymakers and states use as a model for developing their own policy standards. Policy standards are typically used for visioning, policy development, and identifying general goals for education leaders.

Practice Standards: Observable behaviors and actions required to meet performance standards. They are measurable and can be used as guides to establish individual performance goals, professional development plans, and evaluation conferences within a system of continuous improvement focused on expert performance.

Program Standards: Guide curriculum planning, program and candidate assessment design, and implementation of the accreditation process for school building and district leadership preparation programs at colleges and universities undergoing NCATE accreditation.

Results: Outputs and outcomes achieved by an organization.

Stakeholders: Individuals or groups that might be affected by a particular action and/or activity.

Standards: The knowledge and skills that should be mastered in order to achieve a level of proficiency in a particular area. Standards are also a means of setting criteria for accomplishing or judging a particular activity or event.

Systematic: Processes that are repeatable and predictable, rather than anecdotal and episodic.

Systemic: Interrelatedness and interdependency of parts and people within the system.

National Policy Board for Educational Administration (NPBEA) Members

NPBEA is committed to improving educational administration and practice by fostering models for the preparation and professional development of educational leaders and improving certification standards. The development of *ISLLC 2008* was a product of the collaboration among the leaders from each NPBEA membership organization.

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We would like to acknowledge and give special thanks to the committee members for sharing their perspectives and ideas in the development of *ISLLC 2008*.

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A tremendous amount of research and resources underpins the 2008 policy standards (www.ccsso.org/ISLLC2008Research). We would like to give special thanks to the members of the research panel for their efforts in providing the relevant research. Joseph Murphy and Rosemary Papalewis, co-chairs of this research panel, provided remarkable leadership in this endeavor.

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Appendix C: Possible Roles and Responsibilities[1]

Possible Roles and Responsibilities for University Supervisors:
- Meet with interns prior to internship to identify needs, contemplate appropriate placement, explain internship procedures and help to set expectations.
- Help intern decide on the sequence of developmental activities most appropriate for the internship (creating an internship plan), given the intern's needs and the district's and school's needs.
- Observe intern (need to set minimum number of visits).
- Provide periodic seminars for interns.
- Allocate time for frequent, regular contacts with intern.
- Provide emotional support to intern.
- Provide feedback to intern.
- Consult with mentor and provide constructive feedback.
- Assist intern in developing portfolio.
- Track intern progress against standards.
- Evaluate intern and assign grade, with input from mentor.
- Evaluate internship program effectiveness.
- Understand all university, district and state requirements for interns.

Possible Roles and Responsibilities for Interns:
- Take an active role in planning and implementing learning plan.
- Be proactive and assertive in arranging time for conversations, direction, feedback and coaching from mentor and university supervisor.
- Document progress toward competencies.
- Seek support and advice.
- Be professional, efficient and dependable.
- Be responsible for completing internship activities and notifying appropriate people of any obstacles that intern cannot overcome alone.
- Be a reflective practitioner and keep a journal of reflections that is tagged to the standards.
- Develop portfolio.
- Understand all university, district and state requirements for interns.

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[1] Southern Regional Education Board. (2007). Participant's Guide: *Developing Internship Programs for School Leader*s, pg. 23-24.

Possible Roles and Responsibilities for Mentors:
- Welcome intern to the district.
- Provide a formal entrance to and exit from the program.
- Socialize the intern to the community and school culture.
- Help intern decide on the sequence of developmental activities most appropriate for the internship (creating a learning plan), given the intern's needs and the district's and school's needs.
- Provide coaching for skill development.
- Facilitate/design opportunities for completion of internship activities.
- Engage in conversations about activities and daily events; promote self reflection and problem solving.
- Help intern form relationships with people in the district.
- Observe intern (need to set minimum number of visits).
- Allocate time for frequent, regular contacts with intern.
- Provide emotional support to intern.
- Model leadership competencies and make one's leadership choices explicit.
- Track intern progress against standards.
- Consult with university supervisor.
- Read and respond to journal entries.
- Facilitate leadership in the intern without telling the intern what to do.
- Assist intern in developing portfolio.
- Assist intern in gaining entry to other settings, as needed.
- Listen to intern with sympathy without necessarily condoning or condemning what may seem to be ineffective or inappropriate actions.
- Make sure that the intern gets a thorough picture of the duties of the principal.

Possible Roles and Responsibilities for the District:
- Welcome intern to the district
- Provide a formal entrance to and exit from the program.
- Help intern form relationships with people in the district.
- Provide mentor training and support.
- Recruit and select mentors.
- Help match mentors and interns.
- Ensure mentor and intern have time allocated to complete internship responsibilities.
- Make sure intern's learning plan makes sense within the district's overall professional development plan.
- Evaluate internship program effectiveness.