Professional Standards for Educational Leaders

National Policy Board for Educational Administration

FORMERLY KNOWN AS ISLLC STANDARDS

N P B E A

National Policy Board for
Educational Administration

Alliance for Advancing School Leadership

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Professional Standards for Educational Leaders

National Policy Board for Educational Administration

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Introduction

> It's the end of another Thursday, and in schools around the country, educational leaders are shutting down their computers and heading home after another full-throttle day. As they leave the building, they replay the events of the day and ask themselves: Did I help make a difference today for our students? Did I focus on what matters most for their learning and well being?

The Professional Standards for Educational Leaders provide guideposts so that the answers to these critical questions are a resounding "Yes!" Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They're designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future as education, schools and society continue to transform.

WHY DO EDUCATIONAL LEADERS NEED NEW STANDARDS NOW?

There are several reasons. The Council of Chief State School Officers published the first standards for educational leaders in 1996, followed by a modest update in 2008 based on the empirical research at the time. Both versions provided frameworks for policy on education leadership in 45 states and the District of Columbia. But the world in which schools operate today is very different from the one of just a few years ago—and all signs point to more change ahead. The global economy is transforming jobs and the 21st century workplace for which schools prepare students. Technologies are advancing faster than ever. The conditions and characteristics of children, in terms of demographics, family structures and more, are changing. On the education front, the politics and shifts of control make the headlines daily. Cuts in school funding loom everywhere, even as schools are being subjected to increasingly competitive market pressures and held to higher levels of accountability for student achievement.

Without question, such changes are creating myriad challenges for educational leaders. At the same time they present rich and exciting opportunities for educational leaders to innovate and inspire staff to pursue new, creative approaches for improving schools and promoting student learning. The profession of educational leadership has developed significantly. Educators have a better understanding of how and in what ways effective leadership contributes to student achievement. An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating challenging but also caring and supportive conditions conducive to each student's learning. They relentlessly develop and support teachers, create positive working conditions, effectively allocate resources, construct appropriate organizational policies and systems, and engage in other deep and meaningful work outside of the classroom that has a powerful impact on what happens inside it. Given this growing knowledge—and the changing demands of the job—educational leaders need new standards to guide their practice in directions that will be the most productive and beneficial to students.

HOW WERE THE STANDARDS DEVELOPED?

The Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders, and leadership demands of the future. The National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and American Association of School Administrators (AASA) were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. The National Policy Board for Education Administration (NPBEA), a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership of the Standards in recognition of their significance to the profession and will be their steward going forward.

WHAT MAKES THEM PROFESSIONAL STANDARDS?

Professional standards define the nature and the quality of work of persons who practice that profession, in this case educational leaders. They are created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated. They inform government policies and regulations that oversee the profession. By articulating the scope of work and the values that the profession stands for, standards suggest how practitioners can achieve the outcomes that the profession demands and the public expects. Professional standards are not static. They are regularly reviewed and adjusted to accurately reflect evolving understandings of, expectations for, and contexts that shape the profession's work.

TO WHOM DO THE STANDARDS APPLY?

The Standards are foundational to all levels of educational leadership. They apply to principals and assistant principals and they apply to district leaders as they engage in similar domains of work as school leaders. However, the specific leadership activities that follow each Standard are cast more toward school-level leadership than district-level leadership. Moreover, district-level leaders have additional responsibilities associated with their particular roles (e.g., working with school boards and labor relations), and those responsibilities extend beyond these Standards. Such additional responsibilities are described in other standards focusing specifically on district-level leadership.

WHAT'S NEW ABOUT THE STANDARDS?

The Standards have been recast with a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21st century. They elevate areas of educational leader work that were once not well understood or deemed less relevant but have since been shown to contribute to student learning. It is not enough to have the right curriculum and teachers

teaching it, although both are crucial. For learning to happen, educational leaders must pursue all realms of their work with an unwavering attention to students. They must approach every teacher evaluation, every interaction with the central office, every analysis of data with one question always in mind: How will this help our students excel as learners?

The Standards recognize the central importance of human relationships not only in leadership work but in teaching and student learning. They stress the importance of both academic rigor and press as well as the support and care required for students to excel. The Standards reflect a positive approach to leadership that is optimistic, emphasizes development and strengths, and focuses on human potential.

The Standards adopt a future-oriented perspective. While they are grounded in the present, they are aspirational, recognizing that the changing world in which educational leaders work today will continue to transform—and the demands and expectations for educational leaders along with it. The Standards envision those future challenges and opportunities so educational leaders can succeed in the future.

The Standards are aspirational in other ways, too. They challenge the profession, professional associations, policy makers, institutions of higher education, and other organizations that support educational leaders and their development to move beyond established practices and systems and to strive for a better future. The Standards focus on accomplished leadership practice to inspire educational leaders to stretch themselves and reach a level of excellence in their practice, no matter where they are in their careers. They are relevant at all career stages, although application will vary and is an area that the field should explore further.

WHAT IS THE LINK BETWEEN EDUCATIONAL LEADERSHIP AND STUDENT LEARNING?

The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

In practice, these domains do not function independently but as an interdependent system that propels each student to academic and personal success. They, and the Standards that represent them, can be understood in three related clusters. The first cluster is Curriculum, Instruction and Assessment, and Community of Care and Support for Students. The second cluster is Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, and Operations and Management. The third cluster is Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness. The domain of School Improvement affects all of the clusters, which together reflect a theory of how educational leader practice influences student achievement.

As shown in Figure 1 on page 5, at the core, students learn when educational leaders foster safe, caring and supportive school learning communities and promote rigorous curricula, instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports—the professional capacity of teachers and staff, the professional community in which they learn and work, family and community engagement, and effective, efficient management and operations of the school. In all of their work, educational leaders are driven by the school's mission, vision, and core values. They are called to act ethically and with professional integrity. And they promote equity and cultural responsiveness. Finally, educationally effective leaders believe their school can always be better. To realize their schools' visions of student learning and stay true to their schools' core values, educational leaders subject every realm of the school to improvement, including themselves and their own work. They are tenacious change agents who are creative, inspirational and willing to weather the potential risks, uncertainties and political fall-out to make their schools places where each student thrives. Figure 1 illustrates how the Standards fit into this theory, showing each by its number (e.g. S1, S2).

While the primary focus of the Standards is on leaders in administrative roles, the Standards recognize that effective school leadership is not the sole province of those in such roles. Leadership work for effective schools can be performed by many within a school, in particular by teachers. Administrative leaders play a crucial role in the effective development and exercise of leadership school wide. Therefore, the Standards reflect the importance of cultivating leadership capacity of others.

HOW CAN THE STANDARDS BE USED?

The Standards are "model" professional standards in that they communicate expectations to practitioners, supporting institutions, professional associations, policy makers and the public about the work, qualities and values of effective educational leaders. They are a compass that guides the direction of practice directly as well as indirectly through the work of policy makers, professional associations and supporting institutions. They do not prescribe specific actions, encouraging those involved in educational leadership and its development to adapt their application to be most effective in particular circumstances and contexts.

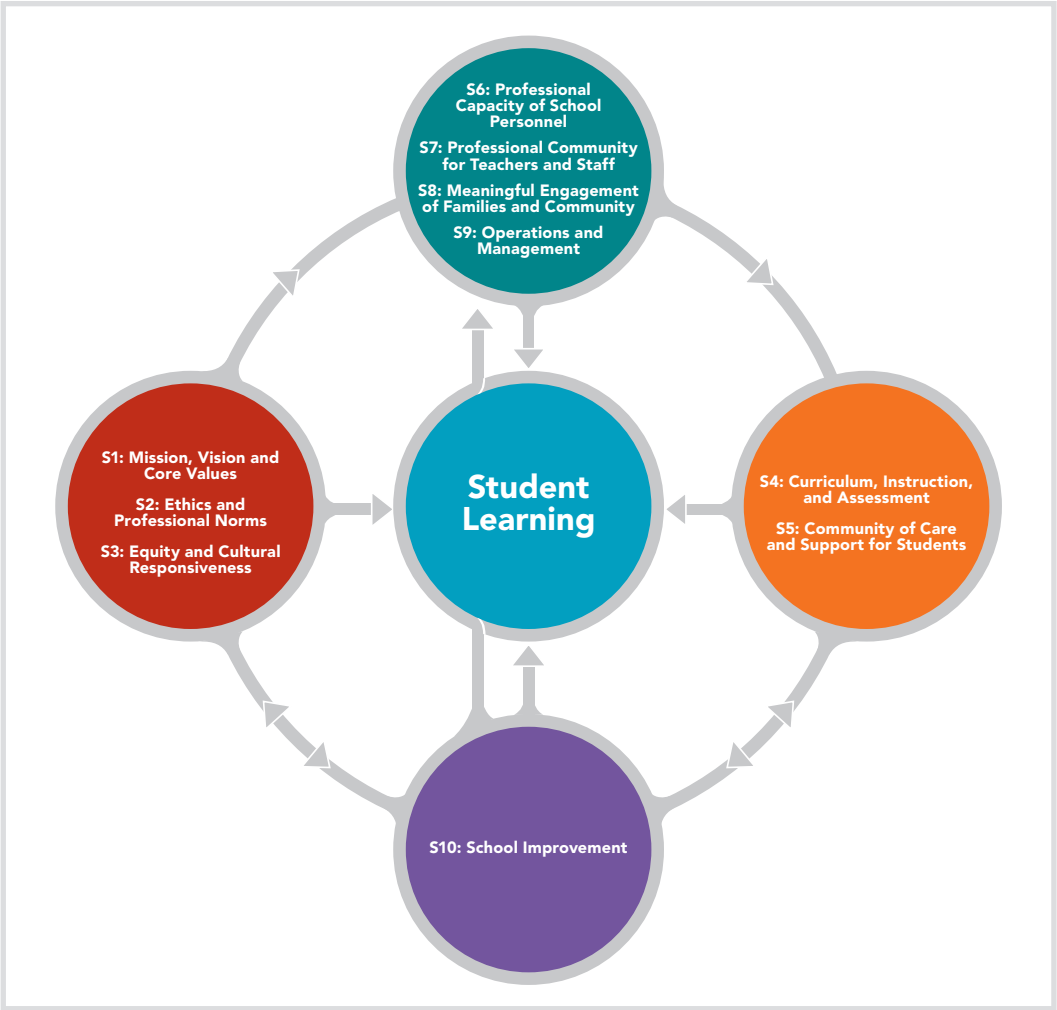

Figure 1: Relationship of School Leadership Work to Student Learning

Figure 2 presents a "theory-of-action" of the ways that professional standards can guide educational leadership practice and promote its outcomes. This theory-of-action also indicates how these professional standards can be effectively used. Standards have direct influence on members of the profession by creating expectations and setting directions for the practice of educational leaders. They have indirect influence on educational leadership by helping to shape the actions and support provided to members of the profession by professional associations and the system of supporting institutions involved in educational leader preparation and development. They also have indirect influence on educational leadership by serving as a foundation for policy and regulations regarding the profession and its practice, including those related to educational leader preparation, certification, professional development, and evaluation. Moreover, standards shape public expectations for the profession, for policy, and for supporting institutions which also affect practice.

More specifically, the Standards can be a guiding force to states and leadership preparation programs as they identify and develop the specific knowledge, skills,

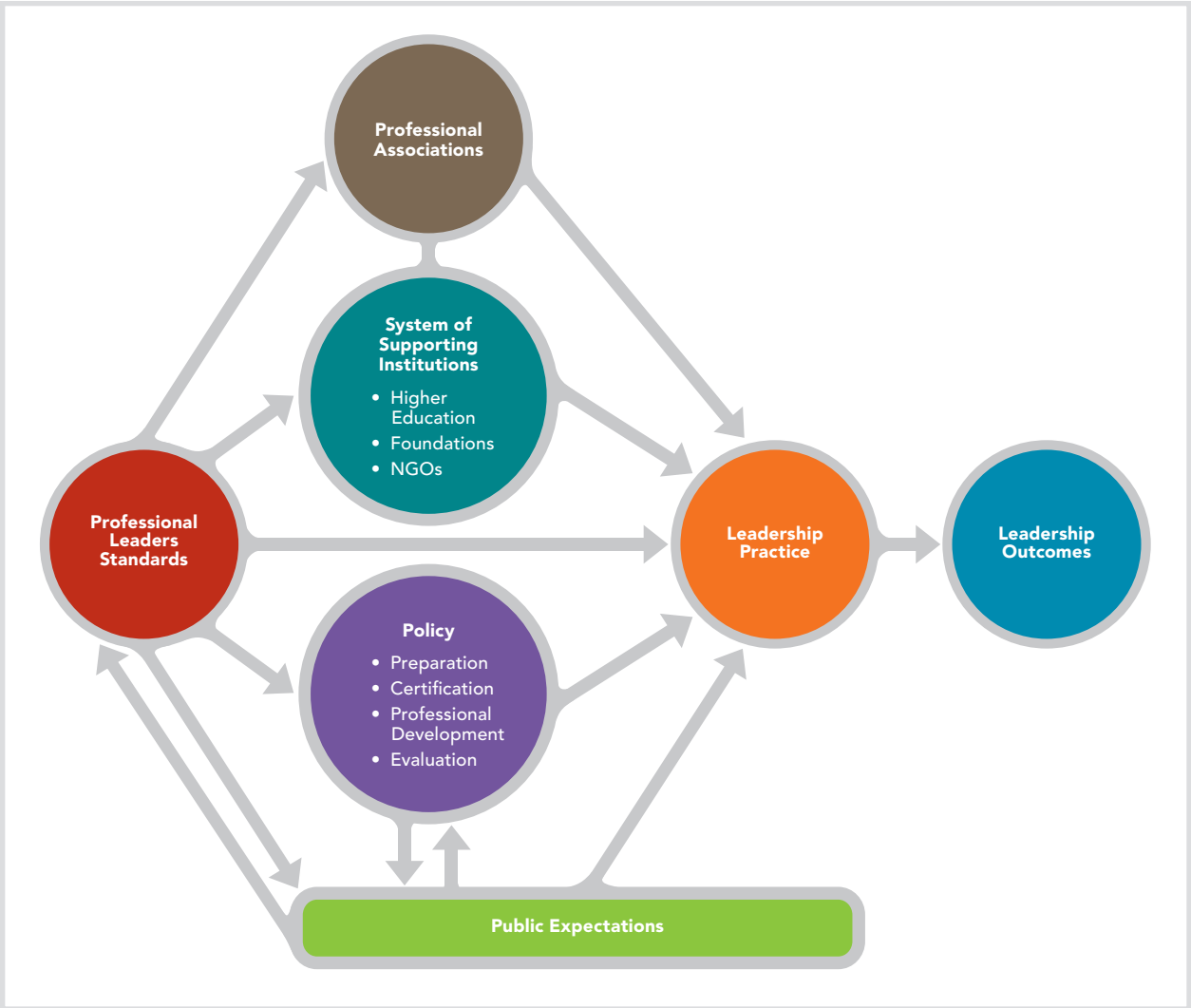

Figure 2: Theory-of-Action of the Role of Professional Standards in Leadership Practice and Outcomes

dispositions, and other characteristics required of educational leaders to achieve real student success in school. With consideration of variations necessitated by local contexts, states can use the Standards to ensure that policies and programs set consistent expectations for educational leaders over the course of their careers, from initial preparation, recruitment and hiring, to induction and mentoring, to evaluation and career-long professional learning. The Standards can guide the operationalization of practice and outcomes for leadership development and evaluation.

The high turnover rate of educational leaders nationwide points to the complexities, responsibilities, and relentless pressures of the job, and such turnover derails improvement efforts necessary for student learning. Whether they are first-year novices or veterans of the profession, educational leaders need ongoing support to succeed in a job that is dramatically changing. The nature and qualities of work articulated in the Standards serve as a foundation for high-quality professional

development opportunities so that educational leaders can continually develop and refine their abilities to excel at their work.

As foundational principles of leadership, the Standards can also inform the work of central office administrative leaders and school boards. They communicate what is important about leadership both at the school and district levels. They serve as a guide for central office leaders to develop systems of development, support, and accountability for school-level leadership, ensuring that the central office functions to serve the needs of schools in ways that are beneficial to students.

Finally, the Standards are an anchor document upon which related products can be developed. They helped to shape the National Educational Leadership Preparation Standards (NELP), formerly the Educational Leadership Constituent Council Standards (ELCC), and the Accreditation Review Process. These guide the preparation of aspiring educational leaders and the process by which preparation programs seek accreditation from the Council for the Accreditation for Educational Preparation (CAEP). The Standards are also the foundation for the Model Principal Supervisor Professional Standards.

The Professional Standards for Educational Leaders should not be a static document. As professional standards they should be regularly reviewed and revised to accurately reflect evolving understandings of and expectations for the profession's work. Their adoption and implementation should be monitored and their influence on the profession and the practice of educational leadership should be evaluated. There are particular issues of implementation that deserve examination, among them the effective application of the Standards across levels of schooling, educational locales and contexts, and career phrases. Knowledge from such inquiry will be instrumental to keep the Standards meaningful and alive.

Schools and school districts need effective leaders like never before to take on the challenges and opportunities facing education today and in the future. The Standards paint a rich portrait of such a leader, one whom our students are counting on to help them reach their full potential. They shouldn't have to wait any longer.

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Organization of the Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

Effective leaders:

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

Effective leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers' and other staff members' work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

a) Seek to make school more effective for each student, teachers and staff, families, and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

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Council of Chief State School Officers
The Council of Chief State School Officers (CCSSO) is a non-partisan, nationwide, nonprofit organization of public officials who lead departments of elementary and secondary education in the states, 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. From 2013-2015, CCSSO convened the various committees and working group that produced the Professional Standards for Educational Leaders.

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National Policy Board for
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Alliance for Advancing School Leadership

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, Council for the Accreditation of Educator Preparation, Council of Chief State School Officers, National Association of Elementary School Principals, National Association of Secondary School Principals, National of Professors of Educational Administration, National School Boards Association, and University Council for Educational Administration. NPBEA approves the professional standards that guide the continuous improvement of the practice of educational leaders.

www.npbea.org

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The Wallace Foundation supported the development of Professional Standards for Educational Leaders (formerly known as 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 that informed this publication and other materials on education leadership can be downloaded for free at

www.wallacefoundation.org

Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

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