

The Professional Standards for Educational Leaders (PSEL) 2015 and the Interstate Leaders Licensure Consortium (ISLLC) Standards 2008: A Crosswalk

October 2016



Introduction

Expectations of current school leaders and conversations surrounding educational leadership are rapidly evolving. In addition to managing daily school activities, today's principals must also focus on instructional leadership, the cultivation of diversity in schools, and the assurance of equal access to equitable opportunities leading to the highest levels of learning and achievement for all students.

The next iteration of standards that define effective educational leadership is the [Professional Standards for Educational Leaders \(PSEL\)](#), released in October 2015. The PSEL were developed to replace the Interstate Leaders Licensure Consortium (ISLLC) standards, which had been introduced in 1996 and revised in 2008. The PSEL were designed to respond to the new context of public education as well as to recent research studying the influence and impact of school principals on teaching and learning. The PSEL are intended to inform the work both of school leaders and of central office administrative leaders and school boards. The standards will impact leadership development over the next decade or, if the longevity of the ISLLC standards serves as an example, possibly longer. Some states have already begun the process of comparing their current educational leadership standards with the new PSEL and working to identify key areas of alignment or disconnect.

Purpose

State leaders should consider this crosswalk as one of many resources that can help inform conversations at the state level or with district leaders regarding aligning current leadership standards with the new PSEL. This comparison of ISLLC and PSEL standards enables educational leaders to review how leadership standards have evolved since 2008 and to discuss key differences that will need to be addressed in existing state standards. Conversations about the comparison can serve as the foundation to: (1) inform revisions to state leadership standards; (2) foster common understanding of what educational leaders must know and be able to do to improve teaching, learning, and student achievement; and (3) help improve aspects of the principal pipeline, including preparation, licensure, recruitment and hiring, mentoring and induction, evaluation, and professional development.

Should a state decide to pursue an in-depth examination of the alignment between its current school leadership standards and the PSEL standards, please see the GTL Center tool, [Aligning Leadership Standards to the Professional Standards for Educational Leaders \(PSEL\): A Toolkit](#). This tool provides a sequential process for conducting standards alignment.

How the Crosswalk Was Developed

Standards alignment experts from the Center on Great Teachers and Leaders (the GTL Center) developed this crosswalk document in the context of the following process:

1. First, GTL Center experts conducted an initial comparison of the PSEL and ISLLC standards to identify high-level common themes and key differences between similar standards.



2. Next, staff created a side-by-side comparison of each PSEL element with each ISLLC function to identify the degree of alignment—full, partial, or none— in language and focus. This step found that some PSEL elements are partially aligned with multiple ISLLC functions, while other PSEL elements are not included in the ISLLC standards.
3. Finally, the proposed crosswalk between the two sets of standards and their elements and functions went through a quality assurance review process, including internal review by an AIR researcher whose expertise is in the area of school leadership, as well as external review by a former superintendent and current consultant in the area of school leadership. This consultant was involved in the development of both the ISLLC 2008 and PSEL 2015 standards.

Overview of the Crosswalk

This document provides a side-by-side comparison of the 2015 PSEL standards with the 2008 ISLLC standards, including a discussion of the overall thematic differences between the standards (Table 1). In addition, a detailed comparison of the 31 *functions* (i.e., the individual items under each standard) that are part of the 2008 ISLLC standards and the 83 *elements* of the 2015 PSEL is provided. This detailed comparison is organized by the 10 PSEL standards, shown in the right-side column of Table 2.

High-Level Alignment and Comparison Between ISLLC 2008 and PSEL 2015 Standards

Table 1 shows the high-level alignment of the 2015 PSEL to the 2008 ISLLC standards. PSEL consists of 10 standards, while ISLLC 2008 has six standards. Table 2 below indicates instances of overlap and alignment across the two sets of standards.

The PSEL seek to challenge organizations that support educational leadership development to move beyond established practices and systems. They are framed by a future-oriented perspective that recognizes the changing world of educational leadership. And they emphasize an integrated implementation, since each standard is dependent on the others. Both ISLLC 2008 and PSEL 2015 underscore the importance of ongoing standards revisions so that the standards will always reflect changes in educational context and knowledge.

Table 1. Side-by-Side Correlation of ISLLC 2008 and PSEL 2015 Standards

| ISLLC 2008 | PSEL 2015 |
|---|---|
| 1. Vision | 1. Mission, Vision, and Core Values 10. School Improvement |
| 2. School Culture and Instructional Program | 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 |
| 3. Operations, Management, and Resources | 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management |
| 4. Collaboration With Faculty and Community | 8. Meaningful Engagement of Families and Community* |
| 5. Ethics | 2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness* |
| 6. Political, Social, Legal, Cultural Context | 3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community* |

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

Detailed Standard-to-Standard Comparison Including Elements and Functions

This section provides a detailed comparison of the PSEL standards and their elements (a total of 83 items) with the ISLLC standards and their functions (a total of 31 items). Table 2 below includes 10 main sections that align with the 10 PSEL standards (vertical section headings on far left of table). Each section includes two columns that discuss: (1) key differences between the PSEL and the ISLLC standard(s) to which it aligns (according to Table 1 above); and (2) the PSEL elements that align with 2008 ISLLC functions and those PSEL elements that go beyond existing language and expectations in the 2008 ISLLC standards and functions.¹

In general, the PSEL standards are presented at a finer grain size than are the ISLLC 2008 standards in order to better inform leader practice rather than simply high-level policy. For example, many of the PSEL elements include a “why” for the leadership actions proposed, such as “to promote student learning” or “to improve quality.”

¹ Appendix A includes a standards crosswalk index that provides a quick-glance reference to show how the elements and functions are aligned (or not aligned) in each standard.



Specifically, Table 2 suggests that four common themes emerge when comparing the two overall sets of standards and their elements and functions. These themes include equity, talent development, leadership capacity, and academic systems. This thematic breakout clearly highlights how the PSEL represents an evolution of the ISLLC standards.

- Equity: ISLLC mentions “responding to the cultural context” as well as other political and social contexts, while PSEL goes further by specifically addressing equity and cultural responsiveness in Standard 3.
- Talent Development: ISLLC calls for the leader to create a culture that is “conducive to professional growth” and the retention of effective teachers. However, PSEL Standard 6 is a specific call to leaders to act to develop the professional capacity and practice of school personnel.
- Leadership Capacity: ISLLC references the importance of developing, articulating, implementing, and stewarding a vision of learning across the system, but PSEL specifically addresses the concepts of continuous improvement—gathering, organizing, implementing, adjusting, and engaging stakeholders—in Standard 10.
- Academic Systems: The instructional program in PSEL, including curriculum, instruction, and assessment, is articulated in greater depth than it was in ISLLC and more specifically refers to intellectual rigor and coherence as foundational elements.

Table 2. Detailed Comparison of ISLLC 2008 Standards and Functions With the PSEL Standards and Elements (Organized by the 10 PSEL Standards)

Key. ● = Aligned with ISLLC function as designated

PSEL 1: MISSION, VISION, AND CORE VALUES

| ISLLC 2008 | PSEL 2015 |
|--|---|
| <p>Standard 1 (5 functions)—Facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> | <p>Standard 1 (7 elements)—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.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>1a—Develop an educational mission for the school to promote the academic success and well-being of each student. ● 1A</p> <p>1b—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. ● 1B</p> <p>1d—Strategically develop, implement, and evaluate actions to achieve the vision for the school. ● 1C</p> <p>1e—Model and pursue the school’s mission, vision, and core values in all aspect of leadership. ● 1E</p> <p>1f—Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. ● 1D</p> | <p>(2 of 7 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>1c—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.</p> <p>1g—Model and pursue the school’s mission, vision, and core values in all aspects of leadership.</p> |
| <p>Key Differences:</p> <p>PSEL 1 makes a shift from a focus on organizational effectiveness to the success of each student. Also, it provides specific guidance for areas in which an effective leader sets goals including equity and social justice. There is a new focus on core values defining the school’s culture that goes beyond simply the mission and vision that drive improvement. Finally, effective leaders are expected to model and pursue these changes in all aspects of their leadership.</p> | |



PSEL 2: ETHICS AND PROFESSIONAL NORMS

| ISLLC 2008 | PSEL 2015 |
|--|---|
| <p>Standard 5 (5 functions)—Acting with integrity, fairness, and in an ethical manner.</p> | <p>Standard 2 (6 elements)—Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>2b—Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 5B</p> <p>2c—Place children at the center of education and accept responsibility for each student’s academic success and well-being. 5A 5E</p> <p>2d—Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. 5C 5E</p> <p>2f—Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. 5D</p> | <p>(2 of 6 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>2a—Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.</p> <p>2e—Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.</p> |
| <p>Key Differences:</p> <p>PSEL 2 goes beyond ISLLC 2008 in making a clear call to action for leaders to model ethical and professional behaviors—especially trust, collaboration, and perseverance. Effective leaders are expected to do their jobs well while providing moral direction for the school and staff. Finally, there is a clear emphasis on placing children at the center of education and accepting responsibility for their academic success.</p> | |



PSEL 3: EQUITY AND CULTURAL RESPONSIVENESS

| ISLLC 2008 | PSEL 2015 |
|--|---|
| <p>Standard 5 (5 functions)—Acting with integrity, fairness, and in an ethical manner.</p> <p>Standard 6 (3 functions)—Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p> | <p>Standard 3 (8 elements)—Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>3b—Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning. 6A</p> <p>3c—Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support. 5E</p> <p>3d—Develop student policies and address student misconduct in a positive, fair, and unbiased manner. 5A</p> <p>3e—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. 6B 6C</p> <p>3h—Address matters of equity and cultural responsiveness in all aspects of leadership. 6C</p> | <p>(3 of 8 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>3a—Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.</p> <p>3f—Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.</p> <p>3g—Act with cultural competence and responsiveness in their interactions, decision making, and practice.</p> |
| <p>Key Differences:</p> <p>PSEL 3 requires leaders to ensure equity and cultural responsiveness for each student by encouraging perceptions of student diversity as an asset for teaching and learning, confronting and altering institutional biases rather than simply recognizing them, and serving as a true advocate for equity and cultural responsiveness in all aspects of leadership. In addition, the standard emphasizes preparing students to be productive in a diverse, global society rather than focusing only on improving their academic or social outcomes.</p> | |



PSEL 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT

| ISLLC 2008 | PSEL 2015 |
|---|--|
| <p>Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> | <p>Standard 4 (7 elements)—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.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>4a—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. 2B</p> <p>4b—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. 2E</p> <p>4c—Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. 2C</p> <p>4d—Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. 2D</p> <p>4e—Promote the effective use of technology in the service of teaching and learning. 2H</p> <p>4g—Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. 2I</p> | <p>(1 of 7 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>4f—Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p> |
| <p>Key Differences:</p> <p>PSEL 4 incorporates broad references to leadership expectations, such as supervising instruction, monitoring and evaluating, and supporting rigorous and coherent curriculum. PSEL 4 and its elements suggest specific indicators of how to do this well, such as how to promote effective instructional practices. Also, this standard goes further than ISLLC 2008 when addressing assessments by stating that effective leaders employ valid assessments.</p> | |

PSEL 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

| ISLLC 2008 | PSEL 2015 |
|--|--|
| <p>Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3 (5 functions)—Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> | <p>Standard 5 (6 elements)—Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>5a—Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. 3c</p> <p>5b—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. 2c</p> <p>5d—Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. 2A</p> | <p>(3 of 6 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>5c—Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.</p> <p>5e—Cultivate and reinforce student engagement in school and positive student conduct.</p> <p>5f—Infuse the school’s learning environment with the cultures and languages of the school’s community.</p> |
| <p>Key Differences:</p> <p>PSEL 5 extends ISLLC 2008’s global view of school culture and student learning by providing specific actions for leaders to take to improve school community. The standard places strong emphasis on supports for students and creating a trusting environment that mirrors the culture of the community while ensuring that all students feel accepted, valued, cared for, and encouraged.</p> | |



PSEL 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

| ISLLC 2008 | PSEL 2015 |
|--|---|
| <p>Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3 (5 functions)—Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> | <p>Standard 6 (9 elements)—Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>6c—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). 2F</p> <p>6g—Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. 3D</p> | <p>(7 of 9 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>6a—Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.</p> <p>6b—Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.</p> <p>6d—Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</p> <p>6e—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.</p> <p>6f—Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</p> <p>6h—Promote the personal and professional health, well-being, and work-life balance of faculty and staff.</p> <p>6i—Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.</p> |
| <p>Key Differences:</p> <p>PSEL 6 breaks one function within ISLLC 2008 Standard 2 into nine elements that provide specific actions leaders can take to develop staff capacity. The standard emphasizes the importance of providing continuous professional and personal improvement supports for teachers, not simply focusing on improving professional capacity. The standard specifically mentions the need to promote a healthy work-life balance for both the educational leader and staff members.</p> | |

PSEL 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

| ISLLC 2008 | PSEL 2015 |
|---|---|
| <p>Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> | <p>Standard 7 (8 elements)—Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>7a—Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning. 2G</p> <p>7b—Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of teach student, pursuant to the mission, vision, and core values of the school. 2G</p> <p>7e—Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, sand staff to promote professional capacity and the improvement of practice. 2A</p> | <p>(5 of 8 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>7c—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.</p> <p>7d—Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.</p> <p>7f—Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p> <p>7g—Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p> <p>7h—Encourage faculty-initiated improvement of programs and practices.</p> |
| <p>Key Differences:</p> <p>PSEL 7 addresses two functions within ISLLC 2008 Standard 2 by breaking them into eight elements that provide specific actions leaders can take to develop a professional community for teachers and staff. The standard and its elements emphasize the school leader’s role in supporting effective professional learning opportunities that are collaborative, job-embedded, and faculty-initiated in order to promote professional capacity.</p> | |



PSEL 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

| ISLLC 2008 | PSEL 2015 |
|--|--|
| <p>Standard 4 (4 functions)—Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Standard 6 (3 functions)—Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p> | <p>Standard 8 (10 elements)—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.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>8b—Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. 4C 4D</p> <p>8c—Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. 4A</p> <p>8d—Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. 4A</p> <p>8f—Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement. 4B</p> <p>8h—Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. 6B</p> <p>8i—Advocate publicly for the needs and priorities of students, families, and the community. 6B</p> <p>8j—Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning. 4D</p> | <p>(3 of 10 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>8a—Are approachable, accessible, and welcoming to families and members of the community.</p> <p>8e—Create means for the school community to partner with families to support student learning in and out of school.</p> <p>8g—Develop and provide the school as a resource for families and the community.</p> |
| <p>Key Differences:</p> <p>PSEL 8 focuses on building productive relationships that lead to increased student learning and an improved school rather than concentrating only on family and community engagement. It encourages two-way communication and maintaining a presence in the community as specific ways to collect meaningful data and input.</p> | |

PSEL 9: OPERATIONS AND MANAGEMENT

| ISLLC 2008 | PSEL 2015 |
|---|--|
| <p>Standard 3 (5 functions)—Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> | <p>Standard 9 (12 elements)—Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>9a—Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. 3A</p> <p>9b—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. 3B</p> <p>9e—Protect teachers’ and other staff members’ work and learning from disruptions. 3E</p> <p>9f—Employ technology to improve the quality and efficiency of operations and management. 3B</p> | <p>(8 of 12 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>9c—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.</p> <p>9d—Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.</p> <p>9g—Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p> <p>9h—Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.</p> <p>9i—Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p> <p>9j—Develop and manage productive relationships with the central office and school board.</p> <p>9k—Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</p> <p>9l—Manage governance processes and internal and external politics toward achieving the school’s mission and vision.</p> |

Key Differences:

PSEL 9 addresses the leader’s need to develop a broad perspective that goes beyond management and operations. It encourages leaders to work with an end in mind for every action (e.g., “to promote the mission and vision of the school”; “to improve quality and efficiency”). The standard maintains consistency with other PSEL elements by focusing on each student’s learning needs. In addition, the importance of developing and managing productive relationships—rather than simply perceiving management and operations as a list of things to accomplish—is emphasized.



PSEL 10: SCHOOL IMPROVEMENT

| ISLLC 2008 | PSEL 2015 |
|--|---|
| <p>Standard 1 (5 functions)—Facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> | <p>Standard 10 (10 elements)—Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.</p> |
| <p>(PSEL elements that align with ISLLC 2008 functions)</p> <p>Effective leaders:</p> <p>10a—Seek to make school more effective for each student, teachers and staff, families, and the community. 1D</p> <p>10b—Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. 1D</p> <p>10d—Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. 1B</p> <p>10h—Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. 1D</p> | <p>(6 of 10 PSEL elements go beyond ISLLC 2008)</p> <p>Effective leaders:</p> <p>10c—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.</p> <p>10e—Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p> <p>10f—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.</p> <p>10g—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.</p> <p>10i—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.</p> <p>10j—Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</p> |
| <p>Key Differences:</p> <p>PSEL 10 unpacks a single function within ISLLC 2008 Standard 1 into 13 elements that promote continuous learning and improvement. This standard emphasizes the importance of focusing improvement efforts on achieving the vision, fulfilling the mission, and promoting core values. The 13 elements of Standard 10 align with multiple ISLLC functions and are woven throughout the other PSEL, thus providing insight into the competencies that the PSEL’s developers expect of effective leaders.</p> | |

Appendix A.

Standards Crosswalk Index

Note: In columns 2–7 of the index below, labeled “ISLLC 2008 Standards,” constructions such as 1a→1A indicate that, for example, PSEL Element 1a is aligned or partially aligned with ISLLC Function 1A.

| PSEL 2015 | ISLLC 2008 Standards | | | | | |
|--|---|--|--|---|--|--|
| | 1–Vision (5 functions) | 2–School Culture and Instructional Program (9 functions) | 3–Operations, Management, and Resources (5 functions) | 4–Collaboration with Faculty and Community (4 functions) | 5–Ethics (5 functions) | 6–Political, Social, Legal, Cultural Context (3 functions) |
| STANDARD 1 Mission, Vision, and Core Values (7 elements) *Beyond ISLLC 2008– 1b, 1g | 1a→1A 1c→1B 1d→1C 1e→1E 1f→1D | | | | | |
| STANDARD 2 Ethics and Professional Norms (6 elements) *Beyond ISLLC 2008– 2a, 2e | | | | | 2b→5B 2c→5A, 5E 2d→5C, 5E 2f→5D | |
| STANDARD 3 Equity and Cultural Responsiveness (8 elements) *Beyond ISLLC 2008– 3a, 3f, 3g | | | | | 3c→5E 3d→5A | 3b→6A 3e→6B, 6C 3h→6C |
| STANDARD 4 Curriculum, Instruction, and Assessment (7 elements) *Beyond ISLLC 2008–4f | | 4a→2B 4b→2E 4c→2C 4d→2D 4e→2H 4g→2I | | | | |
| STANDARD 5 Community of Care and Support for Students (6 elements) *Beyond ISLLC 2008–5c,5e,5f | | 5b→2C 5d→2A | 5a→3C | | | |



| PSEL 2015 | ISLLC 2008 Standards | | | | | |
|---|--------------------------------------|--|--|---|---------------------------|--|
| | 1—Vision (5 functions) | 2—School Culture and Instructional Program (9 functions) | 3—Operations, Management, and Resources (5 functions) | 4—Collaboration with Faculty and Community (4 functions) | 5—Ethics (5 functions) | 6—Political, Social, Legal, Cultural Context (3 functions) |
| Standard 6 Professional Capacity of School Personnel (9 elements) *Beyond ISLLC 2008 –6a, 6b, 6d, 6e, 6f, 6h, 6i | | 6c→2F 6g→3D | | | | |
| STANDARD 7 Professional Community for Teachers and Staff (8 elements) *Beyond ISLLC 2008 –7c, 7d, 7f, 7g, 7h | | 7a→2G 7b→2G 7e→2A | | | | |
| STANDARD 8 Meaningful Engagement of Families and Community (10 elements) *Beyond ISLLC 2008 –8a, 8e, 8g | | | | 8b→4C, 4D 8c→4A 8d→4A 8f→4B 8j→4D | | 8h→6B 8i→6B |
| STANDARD 9 Operations and Management (12 elements) *Beyond ISLLC 2008 –9c, 9d, 9g, 9h, 9i, 9j, 9k, 9l | | | 9a→3A 9b→3B 9e→3E 9f→3B | | | |
| STANDARD 10 School Improvement (10 elements) *Beyond ISLLC 2008 –10c, 10e, 10f, 10g, 10i, 10j | 10a→1D 10b→1D 10d→1B 10h→1D | | | | | |



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This work was originally produced in whole or in part by the Center on Great Teachers and Leaders with funds from the U.S. Department of Education under cooperative agreement number S283B120021. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

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