

# A Tale of Two Standards: Two Sets, Revisions and Name Changes

~~ISLCC & ELCC~~

PSEL & NELP

## Context

We recognize that the language changes may cause some initial confusion. But the names were changed for a very good reason.

-First, the ISSLC and ELCC consortia no longer exist. ISSLC disbanded in 1997 and ELCC disbanded in 2010.

-Second, we wanted the standards to have names that made sense, that describe what they actually are.

# Professional Standards for Educational Leaders: 2015

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# CROSSWALK



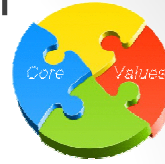
ISLLC Standards 2008	PSEL 2015
S1 Vision	S1 Mission, Vision, Core Values S10 School Improvement
S2 Culture of Support and Instructional Program	S4 Curriculum, Instruction, and Assessment S5 Community of Care and Support for Students S6 Professional Capacity of School Personnel S7 Professional Community for Teachers and Staff
S3 Operations, Management, and Resources	S9 Operations and Management
S4 Collaboration with Faculty and Community	S8 Meaningful Engagement of Families and Communities
S5 Ethics	S2 Ethics and Professional Norms S3 Equity and Cultural Responsiveness
S6 Political, Social, Legal, Cultural Context	S3 Equity and Cultural Responsiveness S8 Meaningful Engagement of Families and Communities

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**NOTES: As you know these are the third iteration of what was formerly known as the ISLLC Standards**

**Nothing from the ISLLC standards was abandoned. As you can see in the slide (review the slide comparisons)**

# Elevation and Elaboration



- Mission, Vision, Core Values.
- Ethics, Equity, And Cultural Responsiveness.
- Academic Press/Rigor And Community Of Care And Support Of Students.
- Development Of Teachers And Professional Staff, And Professional Community And Working Conditions.
- Meaningful Engagement Of Families And Communities.
- Leadership For School Improvement.



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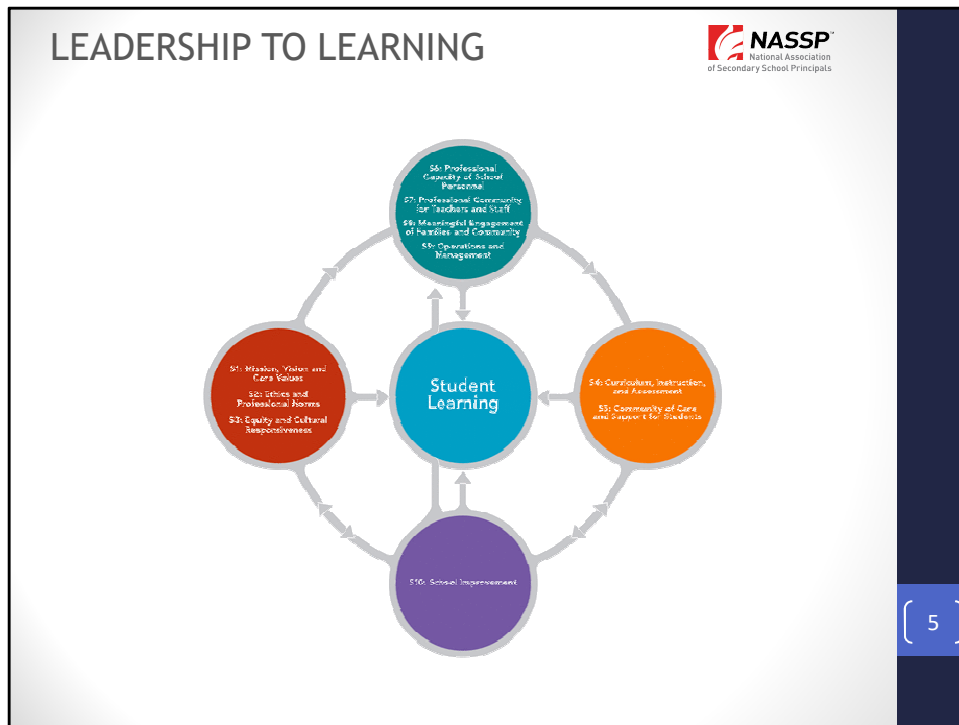
In 2008, most emphasis was placed on press and rigor. In 2015, care and support is elevated NOT to the diminishment of press and rigor—a better, more effective balance.

(2) While the development of teachers and staff was a focus of 2008, it was not well articulated.

And while there was mention of “collaboration” with faculty the 2008 version lacked a clear vision of professional community and working conditions for teachers and staff that would be conducive to the “application” of the professional capacity developed.

(3) And there was a focus on relationships with families and communities in 2008, and for 2015 those relationships were further developed to focus on that which is most important for student learning and on relationships that are more reciprocal and mutually beneficial.

(4) And while ethics had its own standard in 2008, issues of equity and cultural responsiveness—matters of increasing important today and in the future—did not receive very much attention. Both are elevated and elaborated in 2015.



*Figure 1: Relationship of School Leadership Work to Student Learning*

As shown in this diagram, 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.

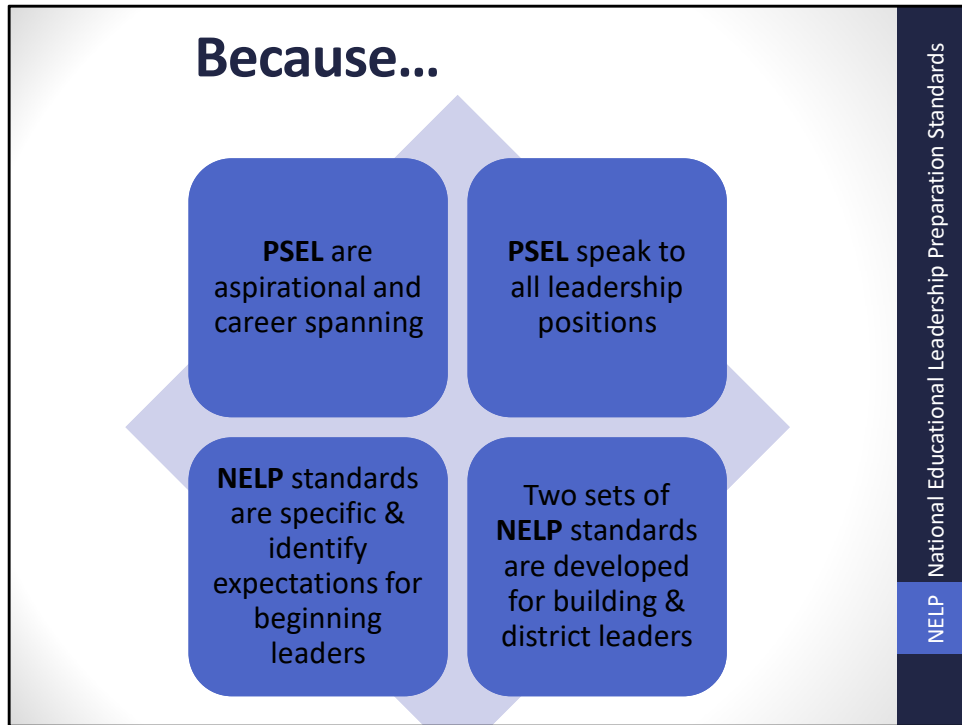
They are tenacious change agents who are creative, inspirational and willing to weather the potential risks, uncertainties and political fall-out to make their schools places where each student thrives.

# NELP Charge: Develop the National Educational Leadership Preparation Standards (NELP) for Building and District Leaders

## Our Charge Involves

### What we are going to do today

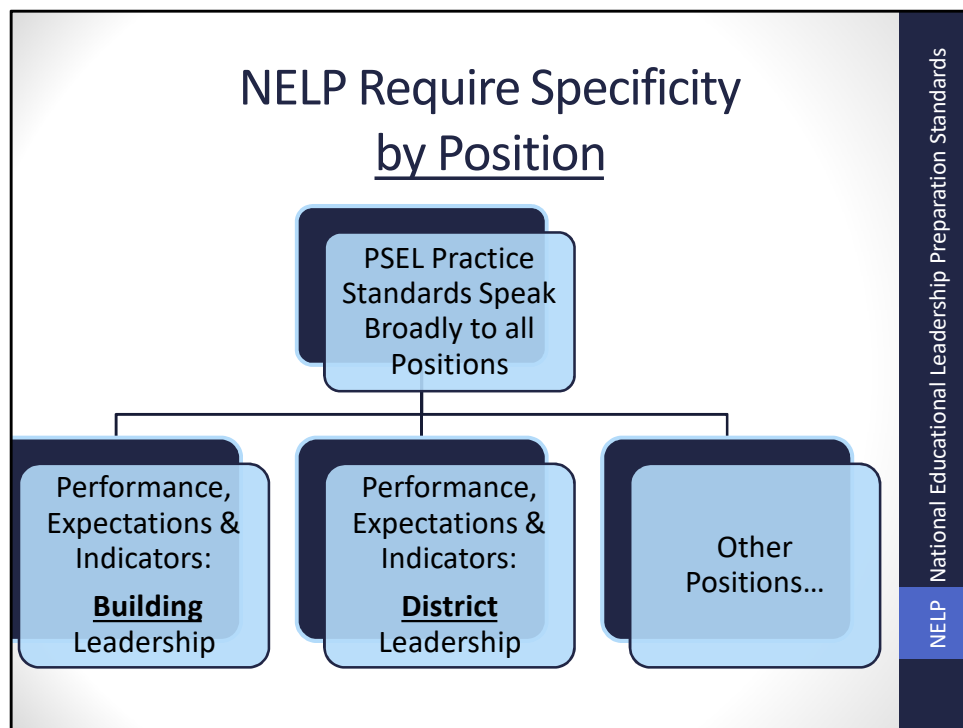
- 1) Share who is on this committee
- 2) Overview what these standards are, why we need them, and how they are used
- 3) Present to you the design challenges that we face in accomplishing our charge
- 4) Share with you CAEP requirements for advanced programs
- 5) Present you with Design Challenges in developing the new preparation standards and revising the process to meet new CAEP requirements



Part of the Answer lies in the way they are used.

Both preparation and initial licensure occur at the beginning of a leaders career, thus the standards used by accreditors of preparation programs and those engaged in licensing new leaders need to keep in mind the developmental implications of the standards.

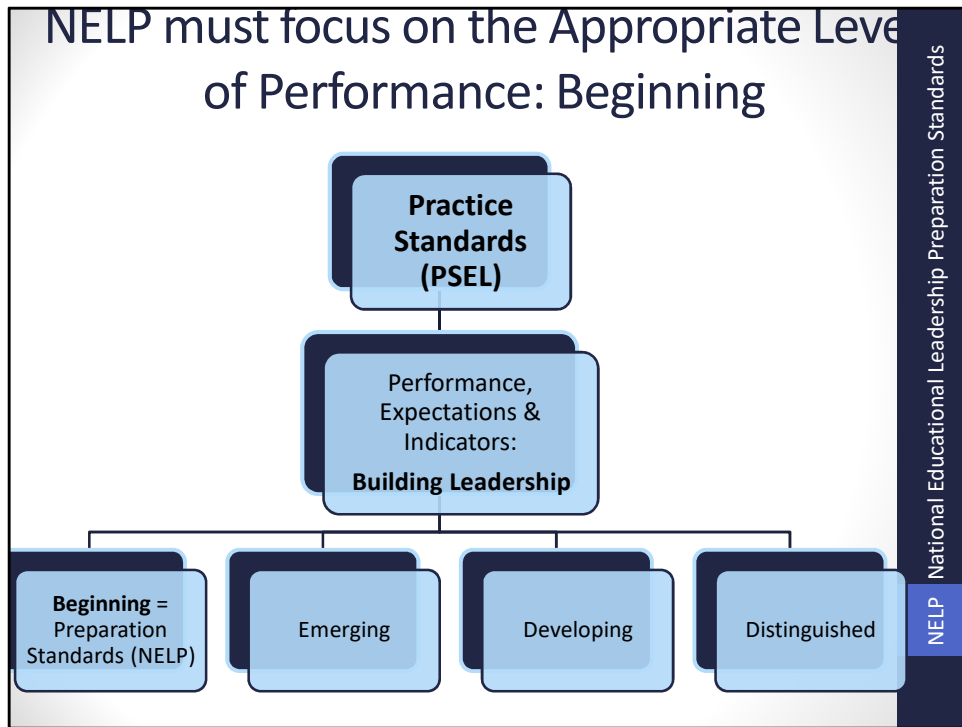
The NELP standards gets at the expectations for a brand new leader and how they are developed.



Secondly, each of the four purposes noted on the previous slide require that the standards be articulated into performance expectations and indicators for multiple leadership positions. What do the NELP standards mean for district leaders? What do they mean for building level leaders? Etc..

Currently for Accreditation/Program Review purposes, we are concerned primarily with articulating the performance expectations for Building and District level leadership.





Finally, and as alluded to previously, within each of those roles (both building and district), we also have to think about the appropriate developmental level of performance on each standard for beginning or aspiring leaders. This chart just includes building level leadership standards. We would have a similar flow chart for district leadership.

## How are preparation standards currently used?



A major stakeholder in the preparation standards work is CAEP and CAEP has two sets of regulations that impact leadership preparation programs and the work of SPAs.

## CAEP Requirements for Advanced Standards

### ISLLC 2008

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.

### ELCC 2011

A building-level education leader **applies knowledge that promotes** the success of every student **by** collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school **vision** of learning through the collection and use of **data** to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable **school improvement**; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

These excerpts from the 2008 ISLLC and 2011 ELCC for building-level leaders also demonstrate how at the standard level (not indicator level) there is an increased level of specificity to the standards language of what the performance expectations for leaders who are prepared to foster a shared vision of learning.

Greater level of specificity

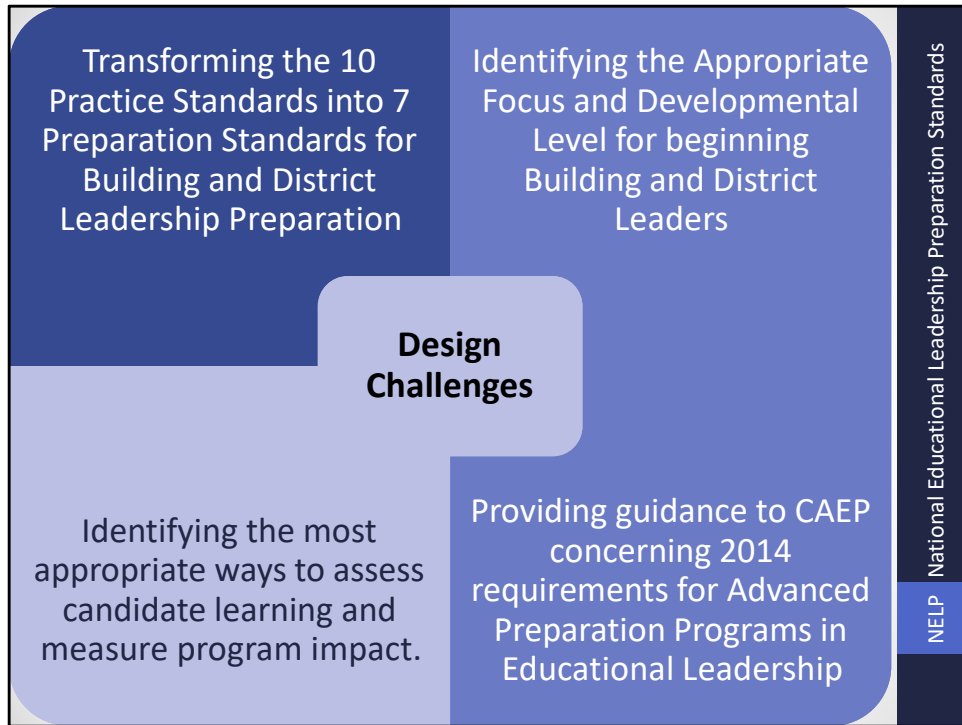
Each of the elements for a given standard must be mentioned in the standard language.

## CAEP Requirements for SPA Standards (2015)

1. Must align to CAEP Principles
2. May have only 7 standards and 28 elements
3. Must be written so that each concept in an element appears in the language of the standard
4. Must include supporting explanations, **research** support, and describe **appropriate performance assessments**
5. Must include **rubrics or criteria** to guide reviews (must be **measurable**)
6. An 8th standard on the clinical experience can be requested

First, CAEP has a set of requirements for Specialty Professional Association (SPA) reviews. UCEA, NCPEA, NASSP and NAESP make up the SPA that facilitates the design of standards and review of leadership preparation programs. There are all sorts of rules and regulations guiding this work. In particular these 6 requirements impact the development of SPA standards.

1. CAEP Principles:
  - The learner and learning
  - Content
  - Instructional practice
  - professional responsibility
2. PSEL has 10 standards and 135 elements
6. We will be asking for this – which means we could have 7 content standards.



There are four primary design challenges involved in this work. The standards committee will be focusing on the top two. However, we will share an overview of each of the challenges so that you all aware of the overarching project goals and challenges.

# Draft NELP Standards

Building Leader Standards	District Leader Standards
1. Vision, Mission, and Core Values	1. Vision, Mission, and Core Values
2. Ethics and Professional Norms	2. Ethics and Professionalism
3. Equity and Cultural Leadership	3. Equity and Cultural Leadership
4. Instructional Leadership	4. Instructional Leadership
5. Community and External Leadership	5. Community and External Leadership
6. Operations and Management	6. Management of People, Data, and Processes
7. Human Resource Leadership	7. Policy, Advocacy and Governance
8. (The Internship)	8. (The Internship)

Focus group conversations (25 min)

2. look at the standard domains (8-10 min)
  - a. Does it capture/reflect the real work?
  - b. Is it comprehensive/are their glaring omissions?
3. Assign them one to look at one of the standards and elements (15 min)  
(reflect for a moment)
  - a. Again does it reflect the real work?
  - b. Is it comprehensive?
  - c. Are there ideas/words that require clarification?
  - d. Are these the areas for which preparation can and should prepare people?
  - e. Are the standards developmentally appropriate expectations for folks emerging from a prep program?
4. Finally, ask them what kinds of information we should seek from faculty, principals,superintendents when we send out the standards for feedback (i.e. Questions to include on the survey) (5 min)
3. 5 min closure (thank yous and next steps)

## Focus Group Discussions

- A. 10 min overview of the project
- B. 5 min introductions
- C. 40 min focus group conversations
  - Start conversation by focusing on how leadership practice has changed over the last 5-6 years. (5-8 min)
  - look at the standard domains (8-10 min)
  - Does it capture/reflect the real work?
  - Is it comprehensive/are there glaring omissions?
  - Then ask them to look at one that they are interested in/or assign them one to look at both the standards and elements (15 min)
  - Again does it reflect the real work?
  - Is it comprehensive?
  - Are there ideas/words that require clarification?
  - Are these the areas for which preparation can and should prepare people?
  - Are the standards developmentally appropriate expectations for folks emerging from a prep program?
  - Finally, ask them what kinds of information we should seek from faculty, principals, superintendents when we send out the standards for feedback (i.e. Questions to include on the survey) (5 min)
- D. 5 min closure (thank yous and next steps)

Big Ideas/Key Takeaways

NELP National Educational Leadership Preparation Standards

Each group shares a big idea



## Next Steps:

- Edit the standards based on feedback from the field.
- Map the standards to the research literature.
- Work with the Standards Committee to identify a developmental progression for each standard and element.
- Identify assessments that would provide appropriate measures of candidate performance.
- Develop rubrics for program review.
- Submit the standards and supporting materials to the NPBEA and CAEP for review and approval.

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