

COMMUNICATIONS TOOLKIT FOR THE 2015 PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS



THE 2015 PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

What Are the Standards?

The refreshed 2015 Professional Standards for Educational Leaders, formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) standards, are standards for practicing education leaders. The standards aim to ensure that district and school leaders are able to improve student achievement, meet new, higher expectations and receive the support they need.

States, districts, schools and university and nonprofit leadership preparation programs use the standards to guide preparation, practice, support and evaluations for district and school leaders, including superintendents, principals, assistant principals, and teacher leaders. The standards are voluntary, and most states adapt them to fit their local needs.

How Do the Refreshed 2015 Standards Differ from Past Standards?

Educational leader standards have always detailed the knowledge and skills effective district and school leaders need in order to build teams of teachers and leaders who improve student learning. These standards were first published in 1996 and last updated in 2008.

The refreshed standards better reflect the role of educational leaders today, both as building managers and instructional leaders who are working to improve learning for an increasingly diverse group of students.

The refreshed standards have a stronger, clearer emphasis on students and student learning. They describe foundational principles of leadership that can help to make sure every child is well-educated and prepared for the 21st century. The refreshed standards also 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.

What Do the Standards Cover?

The 10 standards cover topics such as educational equity, ethics, curriculum and instruction, family engagement, professional development of teachers and school staff, school operations and school improvement. For more details on the standards, download a summary [here](#).

Who Worked on the Refreshed Standards?

The [Council of Chief State School Officers](#) (CCSSO) worked closely with the National Policy Board for Educational Administration (NPBEA) for more than a year to refresh the standards. NPBEA unanimously approved the standards on October 22, 2015.

The two groups have held two public comment periods, conducted numerous focus groups and established a [13-member working group](#) to synthesize this feedback from the field and finalize the standards. More than 1,000 principals and superintendents offered feedback on the standards.

The Wallace Foundation provided \$1 million over two years to CCSSO to support the leadership standards work.



KEY MESSAGES ABOUT 2015 PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

High-level message: CCSSO has worked closely with other members of the National Policy Board for Educational Administration to refresh the standards for education leaders because student success begins with making sure every teacher and every education leader has the preparation, development, and support they need.

Key talking points:



- CCSSO has worked closely with the representatives of education leaders to refresh the Professional Standards for Educational Leaders, formerly known as ISLLC.
- NPBEA has voted to approve the refreshed educational leader standards, which now will be finalized and published in November.
- Educational leader standards have always detailed the knowledge and skills effective district and school leaders need in order to build teams of teachers and leaders who improve student learning. These standards were first published in 1996 and last updated in 2008.
- The refreshed standards will better reflect the role of educational leaders today, both as building managers and instructional leaders who are working to improve learning for an increasingly diverse group of students.
- The 10 standards elevate areas of educational leader work that were once not well understood or deemed less relevant but that research has since shown to contribute to student learning, such as managing change in schools and creating a culture of continuous improvement – while maintaining a clear focus on educational equity for all students.
- The standards are voluntary. States, districts, schools and university and nonprofit leadership preparation programs use the standards to guide preparation, practice, support and evaluations for district and school leaders, including superintendents, principals, assistant principals, and teacher leaders.
- CCSSO worked with other members of NPBEA and educational leaders in the field to update the standards for more than a year, hosting two open public comment periods, conducting several focus groups and establishing a 13-member working group to finalize the standards.
- The Wallace Foundation provided \$1 million over two years to CCSSO to support the leadership standards work.

SAMPLE NEWSLETTER STORY

NEWLY REFRESHED STANDARDS FOR EDUCATIONAL LEADERS: WHAT YOU NEED TO KNOW

Newly refreshed standards for educational leaders are here. In October, the National Policy Board for Educational Administration (NPBEA) [approved](#) the standards for educational leaders such as superintendents and principals.

The Professional Standards for Educational Leaders aim to ensure district and school leaders have the support they need to improve student achievement and meet new, higher expectations.

"We ask a lot of educational leaders here in [STATE]," said [NAME], [STATE CHIEF]. "These new standards will help all of us who have a role in our P-12 system understand what educational leaders should know and be able to do – and then make sure that these leaders have the tools they need."

The 10 standards describe principles of leadership intended to make sure every child is well-educated and prepared for the 21st century. The standards retain a strong emphasis on educational equity, but also new elevate areas of educational-leader work that research has shown contribute to student learning, such as managing change within schools and creating cultures of continuous improvement. In addition, one standard describes the ethical obligations of district and school leaders (see sidebar for a complete list of the standards).

Principals and other educational leaders may be familiar with the ISLLC (Interstate School Leaders Licensure Consortium) standards, which NPBEA last updated in 2008. The new standards will replace ISLLC as yardstick for many states, districts, schools and university and nonprofit leadership preparation programs. The standards are meant to guide preparation, professional development, and evaluation for educational leaders – as well as to model best practice for leaders.

"The day-to-day work of educational leaders has changed dramatically since these standards were last updated," said [NAME], executive director of [STATE PRINCIPAL ASSOCIATION OR CHAPTER]. It's my hope that these standards will help put policymakers, preparation programs, and principals on the same page when it comes to what excellent educational leadership looks like."

The new standards are voluntary. Most states adapt them to meet local needs. For example, [STATE] adapted ISLLC to focus on [STATE-SPECIFIC ISSUE]. [IF THERE ARE ANY STATE SPECIFIC NEXT STEPS FOR THE STANDARDS, INCLUDE THAT HERE.]

The Council of Chief State School Officers (CCSSO) worked closely with other members of NPBEA for more than a year to develop the Professional Standards for Educational Leaders. Since [June 2014](#), the two groups have held two public comment periods, conducted numerous focus groups and established a 13-member working group to synthesize this feedback from the field and finalize the standards. A [number of experts](#) also made valuable contributions to the project.

The Wallace Foundation provided \$1 million in support to CCSSO over two years for the leadership standards work.

[OPTIONAL SIDEBAR]

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS: THE 10 STANDARDS

The following standards seek to describe the role of educational leaders today, both as building managers and instructional leaders who are working to improve learning for a diverse student population.

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