



Interstate School Leaders Licensure Consortium

Standards for School Leaders

Adopted by Full Consortium

November 2, 1996

**Council of Chief State School
Officers**

Guiding Principles in the Development of the Standards

- ◆ Standards should reflect the centrality of student learning.
- ◆ Standards should acknowledge the changing role of the school leader.
- ◆ Standards should recognize the collaborative nature of school leadership.
- ◆ Standards should be high, upgrading the quality of the profession.
- ◆ Standards should inform performance based systems of assessment and evaluation for school leaders.
- ◆ Standards should be integrated and coherent
- ◆ Standards should be predicated on the concepts of access, opportunity, and empowerment for all members of the school community

Standards for School Leaders

A school administrator is an educational leader who promotes the success of all students by

- ◆ Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- ◆ Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- ◆ Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment;
- ◆ Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- ◆ Acting with integrity, fairness, and in an ethical manner; and
- ◆ Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Standard 1: A School Administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

Knowledge	Dispositions	Performances
Learning goals in a pluralistic society	The educability of all	The school community is involved in school improvement efforts
Systems theory	A school vision of high standards of learning	Assessment data related to student learning are used to develop the school vision and goals
The principles of developing and implementing strategic plans	Ensuring that students have the knowledge, skills, and values needed to become successful adults	Barriers to achieving the vision are identified, clarified and addressed

Standard 2: A School Administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Knowledge	Dispositions	Performances
Applied learning and motivational theories	The proposition that all students can learn and varieties of ways in which they learn	Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies
Measurement, evaluation and assessment strategies	Professional development as an integral part of school improvement	Student learning is assessed using a variety of techniques
A safe and supportive learning environment	Student learning as the fundamental purpose of schooling	A culture of high expectations

Standard 3: A School Administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Knowledge	Dispositions	Performances
Operational procedures at the school and district level	Taking risks to improve schools while providing a safe environment	Operational procedures are designed and managed to maximize opportunities for successful learning
Human resources management and development	Accepting responsibility	Effective communications and conflict resolutions skills are used
Current technologies that support management functions	Involving stakeholders in management processes	Financial, human and material resources are aligned to the goals of schools

Standard 4: A School Administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge	Dispositions	Performances
Emerging issues and trends that potentially impact the school community	Collaboration and communication with families	Information about family and community concerns, expectations and needs is used regularly
Community relations and marketing strategies and processes	The proposition that diversity enriches the school	Effective media relations are developed and maintained
The conditions and dynamics of the diverse school community	Schools operating as an integral part of the larger community	There is outreach to different business, religious, political and service agencies and organizations

Standard 5: A School Administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner

Knowledge	Dispositions	Performances
Various ethical frameworks and perspectives on ethics	The ideal of the common good and the principles in the Bill of Rights	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
The purpose of education and the role of leadership in modern society	Using the influence of one's office constructively and productively in the service of all students and their families	Opens the school to public scrutiny, fulfills legal and contractual obligations, and applies laws and procedures fairly, wisely and considerately
The philosophy and history of education	Bringing ethical principles to the decision making process	Treats people fairly, equitably, and with dignity and respect

Standard 6: A School Administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Knowledge	Dispositions	Performances
The dynamics of policy development and advocacy under our democratic political system	Education as a key to opportunity and social mobility	The environment in which schools operate is influenced on behalf of students and their families
The law as related to education and schooling	Recognizing a variety of ideas, values and cultures	Public policy is shaped to provide quality education for students
The role of public education in developing and renewing a democratic society and economically productive nation	Actively participating in the political and policymaking context in the service of education	The school community works within the framework of policies, laws, and regulations enacted by local, state and federal authorities