

# ESSA Implementation: Developing Effective School Principals

National Association of Elementary School  
Principals (NAESP) Webinar

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Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■



# Mission

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The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

# Three Goals

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- Discuss the (still new!) Professional Standards for Educational Leaders (PSEL).
- Provide examples of how the PSEL might be used.
- Share key considerations and opportunities in the Every Student Succeeds Act (ESSA) for using evidence-based standards to drive systems of training, development, and support for principals.

# A Reminder: The Research Is Clear—Principals Are Important

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- Leadership is **second only to the quality of teaching** in improving student achievement.
- Principals are **crucial to the successful implementation of reform efforts** at the school level.
- Principals can have an **impact on *schoolwide* improvement**, especially in high-need schools.
- A good principal is the most important determinant of whether a school can **attract and keep the high-quality teachers** necessary to turn around schools.
- Education leaders **promote equity of educational opportunities** for students.



# Professional Standards for Educational Leaders (PSEL)

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# Role of School Leadership Standards

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“Standards for principals are important because they help to define the scope of the principal’s job, including what principals should know and be able to do. They also provide an organizing frame to inform principal training, professional development, and licensing practices in states”  
(Manna, 2015, p. 8).

# Before the 2015 Professional Standards for Educational Leaders (PSEL)

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- The first standards for educational leaders—the Interstate School Leaders Licensure Consortium (ISLLC) Standards—were published in 1996, followed by a modest update in 2008. Both versions provided frameworks for policy on education leadership in 45 states and the District of Columbia.
- The majority of states have either adopted or adapted previous editions of the ISLLC Standards (either 1996 or 2008).

# Interactive Map

- Created with funding from The Wallace Foundation.
- Explore what version of the ISLLC standards are in use and when they were adopted, and see an overview of state-specific versions.
- Will be updated to include latest policies on leadership standards, principal preparation, and principal performance evaluation.

<http://www.principalstandards.gtlcenter.org/>

## National School Leadership Standards Map

School leaders' work is changing. No longer building managers or administrative leaders only, school leaders are now instructional leaders who distribute leadership across the school like "orchestra conductors" (Wallace Foundation, 2006). As school leaders' work changes, the standards used to prepare, certify, evaluate, and support them will change as well.

The National School Leadership Standards Map helps state education agency staff, researchers, and practitioners quickly and easily locate information on school leadership standards in all 50 states. Use the map to explore how leadership standards have been adopted, adapted, and used by states to support principals, as well as how these policies change over time.

### Quick Start Guide

- Click on a state to preview its data
- Select two states to compare data
- Enter years to search by year of last law passage/amendment
- View/export data in the table below

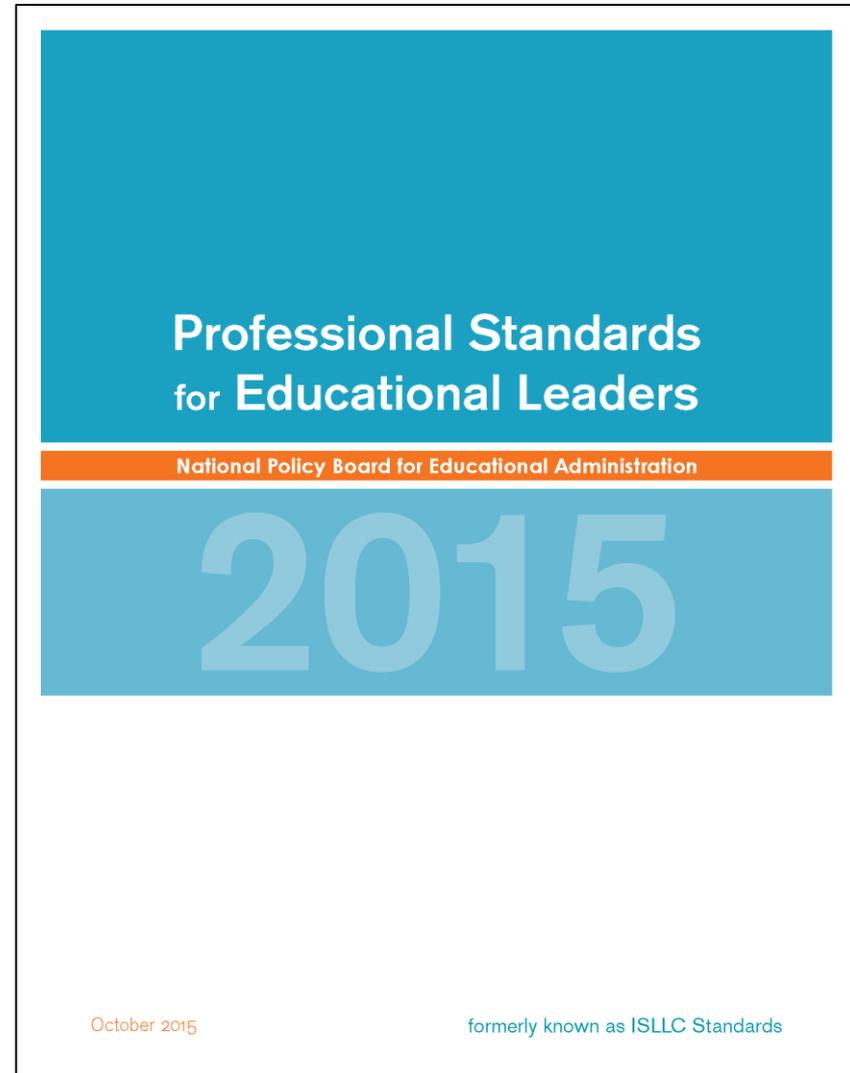


Data Table / Filtered Search Results 

Compare States(s)    Last Law Passage / Amend. Date

# Professional Standards for Educational Leaders

- Released in October 2015 by the National Policy Board for Educational Administration.
- Replaced the ISLLC Standards.
- Outlined the most important work and responsibilities of learning-focused leaders in today's schools.

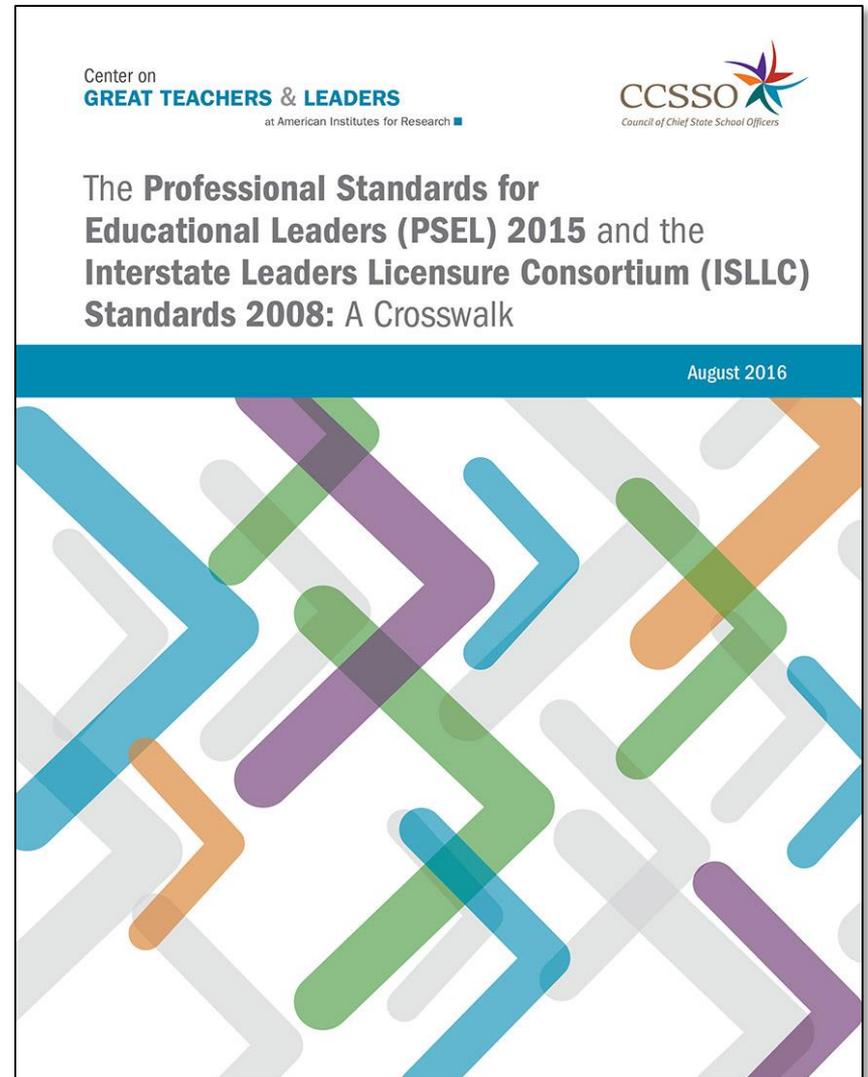


# Comparing ISLLC 2008 With the Professional Standards for Educational Leaders

# Aligning Leadership Standards

**Toolkit:** Aligning Leadership Standards to the *Professional Standards for Educational Leaders*

**Crosswalk:** PSEL 2015 and ISLLC 2008



# ISLLC 2008 and PSEL 2015

ISLLC 2008	PSEL 2015
<ol style="list-style-type: none"><li>1. Vision</li><li>2. School Culture and Instructional Program</li><li>3. Operations, Management, and Resources</li><li>4. Collaboration With Faculty and Community</li><li>5. Ethics</li><li>6. Political, Social, Legal, and Cultural Contexts</li></ol>	<ol style="list-style-type: none"><li>1. Mission, Vision, and Core Values</li><li>2. Ethics and Professional Norms</li><li>3. Equity and Cultural Responsiveness</li><li>4. Curriculum, Instruction, and Assessment</li><li>5. Community of Care and Support for Students</li><li>6. Professional Capacity of School Personnel</li><li>7. Professional Community for Teachers and Staff</li><li>8. Meaningful Engagement of Families and Community</li><li>9. Operations and Management</li><li>10. School Improvement</li></ol>

# What Is Different About PSEL 2015?

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- Are written at a much finer grain size than ISLLC 2008.
- Provide a stronger, clearer emphasis on the leader's responsibility for individual students and student learning.
- Place a greater emphasis on human relationships, particularly managing educator talent.
- Adopt a future-oriented perspective.

# What Is Different About PSEL 2015?

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- Challenge organizations that support educational leadership development to move beyond established practices and systems and to practice continuous school improvement.
- Place a greater emphasis on ensuring equity in all aspects of education.
- Include a “why” for the leadership actions.

# Example Standard to Standard Detail Comparison

ISLLC 2008	PSEL 2015
<b>Standard 1 (5 functions)—Facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</b>	<b>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.</b>
<b>Key Differences:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<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 (aligned with ISLLC 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 (aligned with ISLLC 1B).</p> <p>1d—Strategically develop, implement, and evaluate actions to achieve the vision for the school (aligned with ISLLC 1C).</p> <p>1e—Model and pursue the school’s mission, vision, and core values in all aspect of leadership (aligned with ISLLC 1E).</p> <p>1f—Develop shared understanding of and commitment to mission, vision, and core values within the school and the community (aligned with ISLLC 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>



# Using PSEL to Drive Systems of Preparation, Development, and Support for Principals

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# Standards Implementation

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“But here’s the thing. Adopting or adapting the new 2015 education leadership standards isn’t even half the battle. The revised standards won’t have impact until they are aligned with state and local policies and practices that help develop the skills and knowledge principals need to lead their schools. Principals should see, hear, and experience modern leadership standards at multiple points in their careers—first during training, then when they are hired, and later for support and evaluation” (Rowland, 2015a, para. 7).

# State Examples

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- West Virginia

[West Virginia Board of Education Policy 5800](#)

- Delaware

Through Administrative Code ([1590](#)), Delaware adopted the PSEL for administrators

- Missouri

Domains, competencies, and progressions of learning

- Iowa

Leadership development framework



# Key Considerations and Opportunities in ESSA for Doing This Work

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# Key Considerations and Opportunities

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- Principal Training, Professional Development, and Support:
  - [Improving University Principal Preparation Programs: Five Themes From the Field](#)
  - [RAND survey](#) about instructional leadership using the American School Leader Panel
  - Title I and Title II in ESSA
  - Evidence provided by [RAND](#)

# Key Considerations and Opportunities

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- What are your current school leadership standards, and where do they “sit” in policy?
- Is your state discussing alignment between the new leadership standards and your current school leadership standards? If so, what does that discussion look like?
- Do standards drive talent management systems for principals in your state? If so, how and to what extent?

# Key Considerations and Opportunities

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- Have your districts and states begun to think about whether and how you will support school principals going forward?
  - What is their biggest need?
  - How can you leverage ESSA to do this work?

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# Resources

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