Interstate School Leaders Licensure Consortium (ISLLC) Standards

NAME_________________________________________________________

Introduction:

These standards were drafted by personnel from 24 state education agencies and representatives from various professional associations (ISLLC) under the direction of the Council for Chief State School Officers. They have been adopted by the State of Tennessee as guiding standards for the certification of school leaders.

There are 6 main standards arranged around a common core of knowledge, dispositions, and performances. The performance standards form the basis of the ISLLC Assessment.

NOTE: THIS INSTRUMENT IS USED IN THIS SETTING AS A PRE-ASSESSMENT DOCUMENT, DIVISED TO DETERMINE YOUR KNOWLEDGE OF THE ISLLC STANDARDS AT THE BEGINNING OF THE EDUCATION LEADERSHIP PROGRAM. IT IS ALSO USED TO PROVIDE YOU WITH A THOROUGH LIST OF THE LEVEL OF PERFORMANCE YOU ARE EXPECTED TO ACHIEVE CONCERNING THE ISLLC STANDARDS BY THE TIME YOU COMPLETE THE LEADERSHIP PROGRAM. THEREFORE, THIS DOCUMENT WILL BE USED SEVERAL TIMES AS YOU MOVE THROUGH THE CLASSES IN THE PROGRAM.

PLEASE ANSWER ALL QUESTIONS—THE NUMBER 1 IS TO BE CIRCLED WHEN YOU HAVE MINIMAL OR NO KNOWLEDGE OF THE STANDARD.
ISLLC Standards Performance Assessment for Leadership Candidates  
(A rating of 5 is highest, 1 is lowest)

**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.

**Performances**—The candidate facilitates processes and engages in activities that:

<table>
<thead>
<tr>
<th>Performance</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1. The vision and mission of the school are effectively communicated to staff, parents, students, and community members</td>
<td>5 4 3 2 1</td>
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<tr>
<td>2. The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.</td>
<td>5 4 3 2 1</td>
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<td>3. The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.</td>
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<tr>
<td>4. The core beliefs of the school vision are modeled for all stakeholders</td>
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<td>5. The contributions of school community members and the realization of the vision are recognized and celebrated.</td>
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<td>6. Progress toward the vision and mission is communicated to all stakeholders.</td>
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<td>7. The school community is involved in school improvement efforts</td>
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<td>8. The vision shapes the educational programs, plans, and actions.</td>
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<td>9. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated</td>
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<td>10. Assessment data related to student learning are used to develop the school vision and goal.</td>
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<td>11. Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.</td>
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<td>12. Barriers to achieving the vision are identified, clarified, and addressed</td>
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<td>13. Needed resources are sought and obtained to support the implementation of the school mission goals.</td>
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<tr>
<td>14. Existing resources are used in support of the school vision and goals</td>
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<td>15. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.</td>
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**RECORD COMMENTS AND DATE OF EACH COMMENT**
**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 conductive to student learning and staff professional growth.

**Performances**—The Candidate facilitates processes and engages in activities ensuring that:

16. All individuals are treated with fairness, dignity, and respect.  5 4 3 2 1
17. Professional development promotes a focus on student learning consistent with the school vision and goals.  5 4 3 2 1
18. Students and staff feel valued and important.  5 4 3 2 1
19. The core beliefs of the school vision are modeled for all stakeholders  5 4 3 2 1
20. The responsibilities and contributions of each individual are acknowledged.  5 4 3 2 1
21. Barriers to student learning are identified, clarified, and addressed.  5 4 3 2 1
22. Diversity is considered in developing learning experiences.  5 4 3 2 1
23. Life long learning is encouraged and modeled.  5 4 3 2 1
24. There is a culture of high expectations for self, student, and staff performance.  5 4 3 2 1
25. Technologies are used in teaching and learning  5 4 3 2 1
26. Student and staff accomplishments are recognized and celebrated  5 4 3 2 1
27. Multiple opportunities to learn are available to all students  5 4 3 2 1
28. The school is organized and aligned for success  5 4 3 2 1
29. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.  5 4 3 2 1
30. Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.  
31. The school culture and climate are assessed on a regular basis.  
32. A variety of sources of information is used to make decisions.  
33. Student learning is assessed using a variety of techniques.  
34. Multiple sources of information regarding performance are used by staff and students.  
35. A variety of supervisory and evaluation models is employed.  
36. Pupil personnel programs are developed to meet the needs of students and their families.

**RECORD COMMENTS AND DATE OF EACH COMMENT**
**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.

**Performances**— The Candidate facilitates processes and engages in activities ensuring that:

37. Knowledge of learning, teaching, and student development is used to inform management decisions. 
   
38. Operational procedures are designed and managed to maximize opportunities for successful learning. 
   
39. Emerging trends are recognized, studied, and applied as appropriate 
   
40. Operational plans and procedures to achieve the vision and goals of the school are in place. 
   
41. Collective bargaining and other contractual agreements related to the school are effectively managed. 
   
42. The school plant, equipment, and support systems operate safely, efficiently, and effectively. 
   
43. Time is managed to maximize attainment of organizational goals 
   
44. Potential problems and opportunities are identified. 
   
45. Problems are confronted and resolved in a timely manner 
   
46. Financial, human, and material resources are aligned to the goals of schools. 
   
47. The school acts entrepreneurially to support continuous improvement 
   
48. Organizational systems are regularly monitored and modified as needed. 
   
49. Stakeholders are involved in decisions affecting schools 
   
50. Responsibility is shared to maximize ownership and accountability. 
   
51. Effective problem-framing and problem solving skills are used. 
   
52. Effective conflict resolution skills are used. 
   
53. Effective group-process and consensus building skills are used 
   
54. Effective communication skills are used. 
   
55. There is effective use of technology to manage school operations. 
   
56. Fiscal resources of the school are managed responsibly, efficiently, and effectively 
   
57. A safe, clean, and aesthetically pleasing school environment is created and maintained 
   
58. Human resource functions support the attainment of school goals. 
   
59. Confidentiality and privacy of school records are maintained 

**RECORD COMMENTS AND DATE OF EACH COMMENT**
**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.

**Performances**— The Candidate facilitates processes and engages in activities ensuring that:

60. High visibility, active involvement, and communication with the larger community is a priority.  
61. Information about family and community concerns, expectations, and needs is used regularly.  
62. There is outreach to different business, religious, political, and service agencies and organizations.  
63. Credence is given to individuals and groups whose values and opinions may conflict.  
64. The school and community serve one another as resources.  
65. Available community resources are secured to help the school solve problems and achieve goals.  
66. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.  
67. Community youth family services are integrated with school programs.  
68. Community stakeholders are treated equitably.  
69. Diversity is recognized and valued.  
70. Effective media relations are developed and maintained.  
71. A comprehensive program of community relations is established.  
72. Public resources and funds are used appropriately and wisely.  
73. Community collaboration is modeled for staff.  
74. Opportunities for staff to develop collaborative skills are provided.  
75. Relationships with community leaders are identified and nurtured.

**RECORD COMMENTS AND DATE OF EACH COMMENT**
**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.

**Performances**—The Candidate facilitates processes and engages in activities ensuring that:

76. Demonstrates a personal and professional code of ethics
77. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
78. Serves as a role model.
79. Considers the impact of one’s administrative practices on others.
80. Uses the influence of the office to enhance the educational program rather than for personal gain.
81. Treats people fairly, equitably, and with dignity and respect
82. Protects the rights and confidentiality of students and staff
83. Demonstrates appreciation for and sensitivity to the diversity in the school community.
84. Recognizes and respects the legitimate authority of others.
85. Examines and considers the prevailing values of the diverse school community.
86. Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
87. Opens the school to public scrutiny.
88. Fulfills legal and contractual obligations.
89. Applies laws and procedures fairly, wisely, and considerately
90. Examines personal and professional values

**RECORD COMMENTS AND DATE OF EACH COMMENT**
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.

Performances—The candidate demonstrates values showing that:

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<tr>
<td>91</td>
<td>The environment in which schools operate is influenced on behalf of students and their families.</td>
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<td>92</td>
<td>Lines of communication are developed with decision makers outside the school community</td>
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<td>93</td>
<td>Public policy is shaped to provide quality education for students.</td>
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<td>94</td>
<td>The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.</td>
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<td>95</td>
<td>There is ongoing dialogue with representatives of diverse community groups.</td>
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<td>96</td>
<td>Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.</td>
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