

**Current SBE/MDOE Chapter 114  
Initial Administrator Candidate  
Standards – ISLLC\* 1996 Standards**

[\*ISLLC = Interstate School Leaders Licensure Consortium]

**Educational Leadership Policy  
Standards: ISLLC\* 2008 Standards** as

adopted by the National Policy Board for Educational Administration on December 12, 2007 [\*ISLLC = Interstate School Leaders Licensure Consortium]

**Standard 2.1.11** *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. Mastery of this standard can be demonstrated by:*

**Knowledge** - The administrator has knowledge and understanding of:

- a) the principles of developing and implementing effective strategic plans;
- b) information sources, data collection, and data analysis strategies;
- c) effective communication; and
- d) effective consensus-building and negotiation skills.

**Performances** - The administrator facilitates processes and engages in activities ensuring that:

- a) the vision and mission of the school are effectively communicated to staff, parents, students, and community members;
- b) the core beliefs of the school vision are modeled for all stakeholders;
- c) progress toward the vision and mission is communicated to all stakeholders;
- d) assessment data related to student learning are used to develop the school vision and goals;
- e) relevant demographic data pertaining to students and their families are used in developing the school mission and goals; and

**Standard 1:** *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.*

**Functions**

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

**Standard 2:** *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

**Functions**

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program

<p>f) the vision, mission, and implementation plans are regularly monitored, evaluated, and revised.</p> <p><b>Standard 2.1.12</b> <i>A school administrator is an education leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional staff development. Mastery of this standard can be demonstrated by:</i></p> <p><b>Knowledge</b> - The administrator has knowledge and understanding of:</p> <p>a) student growth and development;</p> <p>b) curriculum design, implementation, evaluation, and refinement;</p> <p>c) principles of effective instruction;</p> <p>d) measurement, evaluation, and assessment strategies;</p> <p>e) adult learning and professional development models;</p> <p>f) the change process for systems, organizations, and individuals;</p> <p>g) the role of technology in promoting student learning and professional growth; and</p> <p>h) school cultures and diversity and its impact on staff, students and their interactions.</p> <p><b>Performances</b> - The administrator facilitates processes and engages in activities ensuring that:</p> <p>a) all individuals are treated with fairness, dignity, and respect.</p> <p>b) students and staff feel valued and important.</p> <p>c) there is a culture of high expectations</p>	<p>C. Create a personalized and motivating learning environment for students</p> <p>D. Supervise instruction</p> <p>E. Develop assessment and accountability systems to monitor student progress</p> <p>F. Develop the instructional and leadership capacity of staff</p> <p>G. Maximize time spent on quality instruction</p> <p>H. Promote the use of the most effective and appropriate technologies to support teaching and learning</p> <p>I. Monitor and evaluate the impact of the instructional program</p> <p><b>Standard 3:</b> <i>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</i></p> <p><b>Functions</b></p> <p>A. Monitor and evaluate the management and operational systems</p> <p>B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</p> <p>C. Promote and protect the welfare and safety of students and staff</p> <p>D. Develop the capacity for distributed leadership</p> <p>E.</p>
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<p>for self, student, and staff performance;</p> <p>d) curriculum decisions are based on research, expertise of teachers, and the recommendations of professional societies; and</p> <p>e) multiple sources of information regarding performance are used by staff and students.</p> <p><b>Standard 2.1.13</b> <i>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.</i> Mastery of this standard can be demonstrated by:</p> <p><b>Knowledge</b> - The administrator has knowledge and understanding of:</p> <p>a) theories and models for organizations and the principles of organizational development;</p> <p>b) principles and issues relating to school safety and security;</p> <p>c) human resources management and development;</p> <p>d) principles and issues relating to fiscal operations of school management;</p> <p>e) legal issues impacting school operations; and</p> <p>f) current technologies that support management functions.</p> <p><b>Performances</b> - The administrator facilitates and engages in activities ensuring that:</p> <p>a) knowledge of learning, teaching, and student development is used to inform management decisions;</p> <p>b) operational procedures are designed and managed to maximize opportunities</p>	<p>Ensure teacher and organizational time is focused to support quality instruction and student learning</p> <p><b>Standard 4:</b> <i>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</i></p> <p><b>Functions</b></p> <p>A. Collect and analyze data and information pertinent to the educational environment</p> <p>B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources</p> <p>C. Build and sustain positive relationships with families and caregivers</p> <p>D. Build and sustain productive relationships with community partners</p> <p><b>Standard 5:</b> <i>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i></p> <p><b>Functions</b></p> <p>A. Ensure a system of accountability for every student's academic and social success</p> <p>B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>C. Safeguard the values of democracy, equity and diversity</p> <p>D. Consider and evaluate the potential moral and legal consequences of decision-making</p>
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<p>for successful learning;</p> <p>c) collective bargaining and other contractual agreements related to the school are effectively managed;</p> <p>d) the school plant, equipment, and support systems operate safely, efficiently, and effectively;</p> <p>e) time is managed to maximize attainment of organizational goals;</p> <p>f) stakeholders are involved in decisions affecting schools;</p> <p>g) responsibility is shared to maximize ownership and accountability;</p> <p>h) effective problem-framing and problem-solving skills are used;</p> <p>i) effective group process and consensus building skills are used;</p> <p>j) effective communications skills are used; and</p> <p>k) new initiatives are blended together and integrated into the daily work and life of the school to avoid overwhelming staff members.</p> <p><b>Standard 2.1.14</b> <i>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.</i> Mastery of this standard can be demonstrated by:</p> <p><b>Knowledge</b> - The administrator has knowledge and understanding of:</p> <p>a) emerging issues and trends that potentially impact the school community;</p> <p>b) the conditions and dynamics of the diverse school community;</p> <p>c) community resources; and</p>	<p>E. Promote social justice and ensure that individual student needs inform all aspects of schooling</p> <p><b>Standard 6:</b> <i>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</i></p> <p><b>Functions</b></p> <p>A. Advocate for children, families, and caregivers</p> <p>B. Act to influence local, district, state, and national decisions affecting student learning</p> <p>C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</p>
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d) community relations and marketing strategies and processes.

**Performances** - The administrator facilitates and engages in activities ensuring that:

a) high visibility, active involvement, and communication with the larger community is a priority;

b) relationships with community leaders are identified and nurtured;

c) the school and community serve one another as resources;

d) partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals;

e) community youth family services are integrated with school programs;

f) community stakeholders are treated equitably;

g) diversity is recognized and valued;

h) effective media relations are developed and maintained;

i) public resources and funds are used appropriately and wisely; and

j) opportunities for staff to develop collaborative skills are provided.

**Standard 2.1.15** *A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.* Mastery of this standard can be demonstrated by:

**Knowledge** - The administrator has knowledge and understanding of:

a) the purpose of education and the role

<p>of leadership in modern society;</p> <p>b) various ethical frameworks and perspectives on ethics including professional codes of ethics; and</p> <p>c) the values of the diverse community.</p> <p><b>Performances</b> - The administrator facilitates processes and engages in activities that:</p> <p>a) examines personal and professional values;</p> <p>b) demonstrates a personal and professional code of ethics;</p> <p>c) demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance;</p> <p>d) accepts responsibility for school operations;</p> <p>e) considers the impact of one's administrative practices on others;</p> <p>f) uses the influence of the office to enhance educational program rather than for personal gain;</p> <p>g) treats people fairly, equitable, and with dignity and respect;</p> <p>h) protects the rights of confidentiality of students and staff; and</p> <p>i) applies laws and procedures fairly, wisely, and considerately.</p> <p><b>Standard 2.1.16</b> <i>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.</i> Mastery of this standard can be demonstrated by:</p> <p><b>Knowledge</b> - The administrator has knowledge and understanding of:</p>	
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<p>a) principles of representative governance that under gird the system of American schools;</p> <p>b) the role of public education in developing and renewing a democratic society and an economically productive nation;</p> <p>c) the law as related to education and schooling;</p> <p>d) the political, social, cultural, and economic systems and processes that impact schools;</p> <p>e) models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling;</p> <p>f) global issues and forces affecting teaching and learning;</p> <p>g) the dynamics of policy development and advocacy under our democratic political system; and</p> <p>h) the importance of diversity and equity in a democratic society.</p> <p><b>Performances</b> - The administrator facilitates processes and engages in activities ensuring that:</p> <p>a) the environment in which schools operate is influenced on behalf of students and their families;</p> <p>b) there is ongoing dialogue with representatives of diverse community groups; and</p> <p>c) public policy is shaped to provide quality education for students</p>	
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