

Introduction for Leadership Standards

In the fall of 2011, the Vermont Standards Board for Professional Educators (VSBPE) voted to adopt the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards. The VSBPE had last adopted requirements for administrators in 1998, so the need for new standards was essential given the changes over time in the roles and responsibilities of educational leaders.

Each standard was reinforced by functions that described the actions for which school leaders are responsible. The functions were further defined by knowledge and performance indicators which mirrored the format of the Vermont Core Teaching Standards (also adopted by the VSBPE in 2011).

In November of 2016, the VSBPE adopted the 2015 Professional Standards for Educational Leaders (PSEL). Formerly known as the ISLLC Standards, the PSEL are based on current research and the experiences of educational leaders.

The 2015 Leadership Standards were created for and by the profession and were developed based on research and input from today's practicing educational leaders to identify omissions in the 2008 Leadership Standards, the demands of educational leaders today while considering future demands. The Standards are for all levels of educational leadership regardless of where in their administrative career.

2015 Standards embody a research- and practice-based understanding of the relationship between education leadership and student learning.

National Policy Board for educational Administration (2015) *Professional Standards for Educational Leaders 2015*. Reston, VA: Author

The current standards (2015) have a stronger emphasis on students and student learning to better prepare today's students for a productive role in the 21st century.

While the 2008 Leadership Standards (Vermont Core Teaching Standards) were composed of six standards, the updated 2015 versions contains ten standards that are interrelated to better promote academic and personal success for students.

Each standard, as with the previous version, is supported by functions that describe the actions for which educational leaders are responsible. Where the Vermont Core Teaching Standards are divided into four categories, the 2015 Leadership Standards are grouped into three clusters with the exception of one standard:

Cluster One:

- Standard 1: Mission, Vision, and Core Values
- Standard 2: Ethics and Professional Norms
- Standard 3: Equity and Cultural Responsiveness

Cluster Two:

- Standard 4: Curriculum, Instruction, and Assessment
- Standard 5: Community of Care and Support for Students

Cluster Three:

- Standard 6: Professional Capacity of School Personnel
- Standard 7: Professional Community for Teachers and Staff
- Standard 8: Meaningful Engagement of Families and Community
- Standard 9: Operations and Management

Standard 10: School Improvement stands alone as it impacts all the other clusters and together with the three clusters collectively impact student learning.

Educators have a better understanding of how and in what ways effective leadership contributes to student achievement. An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating challenging but also caring and supportive conditions conducive to each student's learning.

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The 2015 Leadership Standards create and set direction for today's educational leaders and those of the future and will serve as a basis for policy, preparation, licensure, professional learning, and evaluation.