*-WORK IN PROGRESS-*

**Crosswalk of Adopted 2015 PSEL Standards, 2008 ISLLC Standards, Illinois Performance Standards for School Leaders and the Statewide Principal Evaluation Model Indicators, and Principal Preparation Internship State-Required Three Assessments[[1]](#footnote-1)**

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|  | **Standards for IL Principal Preparation Programs** | **Illinois Performance Standards for School Leaders** | **Default Principal Evaluation Indicators:** |
| **ADOPTED 2015 STANDARDS: Professional Standards for Educational Leaders (PSEL)** | **ISLLC Standards 2008 (and indicators)** | **13 SREB Critical Success Factors (and 36 indicators)** | **Principal Prep Internship Three Assessments (required)** | **LINC Assessments (early childhood, ELL, and special education) (voluntary assessments used by many programs)** |
| **Standard 1. Mission, Vision, and Core Values**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.Effective leaders:1. Develop an educational mission for the school to promote the academic success and well-being of each student.
2. 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.
3. 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.
4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
5. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
7. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

**Standard 10 – School Improvement**Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.Effective leaders:1. Seek to make school more effective for each student, teachers and staff, families, and the community.
2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
 | **ISLLC 1. Develops, articulates, implements, and stewards a vision of learning, shared and supported by all stakeholders**--Collaboratively develop and implement a shared vision--Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning--Create and implement plans to achieve goals--Promote continuous and sustainable improvement--Monitor and evaluate progress and revise plans | **CSF 1.** Creates a focused mission and vision to improve student achievement1a. working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school.1b. working with the administration to develop, define and/or adapt best practices based on current research that supports the school’s vision.1c. working with the faculty to develop, define, and/or adapt best practices, based on current research, that support the school’s vision.1d. assisting with transitional activities for students as they progress to higher levels of placement (e.g., elementary to middle, middle to high school, high school to higher education).**CSF 8.** Understands the change process and has the leadership and facilitation skills to manage change effectively8a. working with faculty and staff in professional development activities.8b. inducting and/or mentoring new teaching staff.8c. building a “learning community” that includes all stakeholders. | **Assessment # 1** – Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process (to the extent possible).**Focus Area: 1.1 –** Explain the purpose of the SIP and its relationship to the school’s vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc). |  | **IPSSL 1.** **Living a Mission and Vision Focused on Results**: The principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for resultsa. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learnersb. Ensures that the school’s identity, vision, and mission drive school decisions c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results | 1. Collaborates to Develop and Maintain a Shared Vision of High Expectations
2. Ensures vision and mission drive school decisions & Confronts Low Expectations
3. Conducts difficult Conversations to Improve Student Results
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| **Standard 3. Equity and Cultural Responsiveness.**Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. Effective leaders:1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
2. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
8. Address matters of equity and cultural responsiveness in all aspects of leadership.

**Standard 4 – Curriculum, Instruction, and Assessment**Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.Effective leaders:1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
5. Promote the effective use of technology in the service of teaching and learning.
6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
 | **ISLLC 2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth**--Nurture and sustain a culture of collaboration, trust, learning, and high expectations--Create a comprehensive, rigorous and coherent curricular program--Create a personalized and motivating learning environment for students--Supervise instruction--Develop assessment and accountability systems to monitor student progress--Develop the instructional and leadership capacity of staff--Maximize time spent on quality instruction--Promote the use of the most effective and appropriate technologies to support teaching and learning--Monitor and evaluate the impact of the instructional program. | **CSF 2.**Sets high expectations for all students to learn higher-level content2a. developing/overseeing academic recognition programs that acknowledge and celebrate student’s success at all levels of ability.2b. activities resulting in raising standards and academic achievement for all students and teachers.2c. authentic assessments of student work through the use and/or evaluation of rubrics, end of course tests, projects.**CSF. 3.** Recognizes and encourages implementation of good instructional practices that motivate and increase student achievement3a. using a variety of strategies to analyze and evaluate the quality of instructional practices being implemented in a school.3b. working with teachers to select and implement appropriate instructional strategies that address identified achievement gaps.3c. working on a school team to prioritize standards and map curriculum in at least one content area across all grade levels of the school.3d. working with a group of teachers to unwrap adopted standards and develop assignments and assessments aligned with the standards.3e. working with a school team to monitor implementation of an adopted curriculum.3f. involvement in the work of literacy and numeracy task forces.3g. working with curriculum that is interdisciplinary and provides opportunities for students to apply knowledge in various modalities across the curriculum.**CSF 4.** Creates a school where faculty and staff understand that every student counts—4a. working with staff to identify needs of all students.4b. collaborating with adults from within the school and community to provide mentors for all students.4c. engaging in activities designed to increase parental involvement.4d. engaging in parent/student/school collaborations that develop long-term educational plans for students.**CSF 5.** Uses data to initiate and continue improvement in school and classroom practices5a. analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop/refine instructional activities and set instructional goals.5b. facilitating data disaggregation for use by faculty and other stakeholders.**CSF 9.** Understands concepts of adult learning and provide sustained professional development that benefits students9a. study groups, problem-solving sessions and/or ongoing meetings to promote student achievement.9b. scheduling, developing and/or presenting professional development activities to faculty that positively impact student achievement.**CSF 13.** Is a life-long learner continuously learning and seeking out colleagues to keep abreast of new research and proven practices13a. working with faculty to implement research-based instructional practices.13b. working with professional groups and organizations. | **Assessment # 1 –** Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process (to the extent possible).**Focus Area: 1.2 –** Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB subgroups and low performing students.**Focus Area: 1.3 –** Work with faculty or faculty teams to create, implement, and formatively evaluate a school improvement action plan.**Focus Area: 1.4 –**Work with faculty or faculty teams to gather and examine data to assess progress on the SIP and made recommendations for improvements or modifications to the SIP for the following year.**Assessment #2** Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development**Focus Area: 2.2** Conduct a full cycle of clinical supervision, including a pre-conference, conference, and post-conference. Write a summary utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and support needed for the non-tenured or struggling teacher.**Focus Area: 2.3** In conjunction with stakeholders lead in the development of a professional development plan for a school building that included: (1) data analysis (reviewed in Focus Area 1.2); (2) multiple options for teacher development; and (3) a method for evaluating the plan leading to school improvement.**Focus Area: 3.1 –** Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students.**Focus Area: 3.3 –** State the mission of the school. Determine and analyze the different systems that exist within the school to fulfill the school’s mission (i.e. instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Choose one instructional and one management system; create an assessment tool that was used to rate the two systems. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to the internship principal. | 1. Use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan

f. Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students.1. Recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
 | **IPSSL 3 – Improving Teaching and Learning -** The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.
2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes
3. Implements student interventions that differentiate instruction based on student needs
4. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning
5. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.
6. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance
7. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose
8. Advances Instructional Technology within the learning environment

**IPSSL 6 CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS**—The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning1. Builds a culture of high aspirations and achievement for every student
2. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission
3. Leads a school culture and environment that successfully develops the full range of students’ learning capacities-academic, creative, social-emotional, behavioral and physical.
 | 1. Implements Curricular Scope and Sequence & Reviews Instructional Practices
2. Implements Data Driven Decision Making
3. Uses Disaggregated Data
4. Selects and Assigns Effective Teachers & Retains Effective Teachers
5. Observes Staff and Gives Feedback; Evaluates Staff
6. Develops an Instructional Team
7. Implements Professional Learning
8. Promotes Growth of Technology
9. Links Aspirations to College and Career Opportunities & Develops a Student Goal Setting Process
10. Translates the School Values into Specific Behaviors & Develops a Code of Conduct
11. Creates a Culture That Supports Social Emotional Learning & Effective Effort
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| **Standard 9 – Operations and Management**Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.Effective leaders:1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
4. Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
5. Protect teachers’ and other staff members’ work and learning from disruption.
6. Employ technology to improve the quality and efficiency of operations and management.
7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
10. Develop and manage productive relationships with the central office and school board.
11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
12. Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

**Standard 6 – Professional Capacity of School Personnel**Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.Effective leaders:1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into educationally effective faculty.
2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
3. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
 | **ISLLC 3. Manages the school, its operations and resources for a safe, efficient, and effective learning environment**--Monitor and evaluate the management and operational systems--Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources--Promote and protect the welfare and safety of students and staff--Develop the capacity for distributed leadership--Ensure teacher and organizational time is focused to support quality instruction and student learning | **CSF 10.** Uses and organizes time in innovative ways to meet the goals of school improvement10a. scheduling of classroom and/or professional development activities in a way that provides meaningful time for school improvement activities.10b. scheduling time to provide struggling students with the opportunity for extra support (e.g., individual tutoring, small-group instruction, extended-block time) so that they may have the opportunity to learn to mastery.**CSF 11** Acquires and use resources wisely11a. writing grants or developing partnerships that provide needed resources for school improvement.11b. developing schedules that maximize student learning in meaningful ways with measurable success. | **Assessment #2** Demonstrate comprehensive understanding and performance in conducting teacher hiring, evaluation, and professional development.**Focus Area: 2.1** Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.**2.2** Conduct a full cycle of clinical supervision, including a pre-conference, conference, and post-conference. Write a summary utilizing actual notes, observations, discussion, forms, and student achievement data providing feedback to the teacher. Provide examples of interventions and support needed for the non-tenured or struggling teacher.**Focus Area: 3.2 –** Review the school’s budget and other school resources with the internship principal. Detail how the resources are typically used; how the resources could be evaluated for adequacy; assessed for effectiveness and efficiency; and gave recommendations for improvement. Address specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students. Present recommendations for improvement to a faculty or faculty group for input in the budget development process. | e. Proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom. | **IPSSL. 2. Leading and Managing Systems Change:** The principal creates and implements systems to ensure a safe, orderly, and produc­tive environment for student and adult learning toward the achievement of school and district improvement prioritiesa. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achieve­ment data results to improve student achievement b. Creates a safe, clean and orderly learning environment c. Collaborates with staff to allocate personnel, time, mate­rial, and adult learning resources appropriately to achieve the school improvement plan targets d. Employs current technologies | 1. Assesses the Current State of School Performance & Develops a School Improvement Plan & Maintains a Focus on Result
2. Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly

c.Allocates Resources to Support Student Learning |
| **Standard 5 – Community of Care and Support for Students**Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.Effective leaders:1. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
5. Cultivate and reinforce student engagement in school and positive student conduct.
6. Infuse the school’s learning environment with the cultures and languages of the school’s community.

**Standard 7 – Professional Community for Teachers and Staff**Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.Effective leaders:1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
4. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
8. Encourage faculty-initiated improvement of programs and practices.
 | **ISLLC 4. Collaborates with faculty and community members, responds to diverse community interests and needs, and mobilizes community resources**--Collect and analyze data and information pertinent to the educational environment--Promote understanding, appreciation, and use of the community’s diverse, cultural, social, and intellectual resources--Build and sustain positive relationships with families and caregivers--Build and sustain productive relationships with community partners | **CSF 6.** Effectively communicates to keep everyone informed and focused on student achievement 6a. analyzing and communicating school progress and school achievement to teachers, parents and staff.6b. gathering feedback regarding the effectiveness of personal communication skills.**CSF 12.** Obtains support from central office, community and parent leaders to champion the school improvement agenda12a. working with faculty to communicate with school board and community stakeholders in a way that supports school improvement.12b. working with faculty, parents and community to build collaboration and support for the school’s agenda.**CSF 7.** Partners with parents to create a structure for parent and educator collaborations for increased student achievement7a. working in meaningful relationships with faculty and parents to develop action plans for student achievement. | **Assessment # 3 –** Demonstrate comprehensive understanding and performance in conducting school-wide management of personnel, resources, and systems for adequacy and equity.**Focus Area: 3.1 –** Investigate, define, and delineate the systems and factors within the internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students. | 1. Evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers)
2. In conjunction with special education and bilingual education teachers identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.
3. Work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted)
 | **IPSSL. 4.** **Building and Maintaining Collaborative Relationships**: The principal creates a col­laborative school community where the school staff, families, and community interact regularly and share ownership for the success of the schoola. Creates, develops and sustains relationships that result in active student engagement in the learning processb. Utilizes meaningful feedback of students, staff, families, and com­munity in the evaluation of instructional programs and policiesc. Proactively engages families and communities in support­ing their child’s learning and the school’s learning goalsd. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively | 1. Builds On-going Relationships
2. Includes Multiple Voices and Perspectives
3. Engages Families
4. Builds Capacity to Manage Change & Demonstrates Personal Resolve and Response to Challenges
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| Standard 2 – Ethics and Professional NormsEffective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.Effective leaders:1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Place children at the center of education and accept responsibility for each student’s academic success and well-being.
4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff
 | **ISLLC 5. Acts with integrity, fairness, and in an ethical manner** --Ensure a system of accountability for every student’s academic and social success--Model principals of self-awareness, reflective practice, transparency, and ethical behavior--Safeguard the values of democracy, equity, and diversity--Consider and evaluate the potential moral and legal consequences of decision-making--Promote social justice and ensure that individual student needs inform all aspects of schooling |  | **Assessment # 1 –** Demonstrate a comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process (to the extent possible).**Focus Area: 1.2 –** Analyze and review data, including but not limited to, state test results, and work with a faculty group/team to identify areas for improvement and interventions, with particular attention given to NCLB subgroups and low performing students. **Focus Area: 3.2 –** Review the school’s budget and other school resources with the internship principal. Detail how the resources are typically used; how the resources could be evaluated for adequacy; assessed for effectiveness and efficiency; and gave recommendations for improvement. Address specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students. Present recommendations for improvement to a faculty or faculty group for input in the budget development process. |  | **IPSSL. 5.** **Leading with Integrity and Professionalism**: The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsi­bilities with honesty and integrity, and serving as a model for the professional behavior of othersa. Treats all people fairly, equitably, and with dignity and respectb. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profes­sion. Protects the rights and confidentiality of students and staff c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view | 1. Models equity and dignity
2. Protects Rights and Confidentiality
3. Recognizes the Strengths of a Diverse Population
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| **Standard 8 – Meaningful Engagement of Families and Communities**Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.Effective leaders:1. Are approachable, accessible, and welcoming to families and members of the community.
2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
5. Create means for the school community to partner with families to support student learning in and out of school.
6. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
7. Develop and provide the school as a resource for families and the community.
8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
9. Advocate publicly for the needs and priorities of students, families, and the community.
10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
 | **ISLLC 6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context**--Advocate for children, families and caregivers--Act to influence local, district, state, and national decisions affecting student learning--Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies | **CSF 13.** Is a life-long learner continuously learning and seeking out colleagues to keep abreast of new research and proven practices13a. working with faculty to implement research-based instructional practices.13b. working with professional groups and organizations.  |  |  |  |  |

1. Currently, the Illinois School Code requires that each approved principal endorsement program will "meet the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) 2008, adopted by the National Policy Board for Educational Administration…”  Because the new national Professional Standards for Educational Leaders (PSEL) were created in 2015 to replace the ISLLC standards, it is expected that the Illinois School Code will be changed to reflect this development.  This Crosswalk includes both sets of standards. [↑](#footnote-ref-1)