Standards for the Preparation of
Elementary and Secondary Administrators, K-12
(ES)

Michigan State Board of Education
Approved
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Background

In 2006, the State Board of Education adopted the enhanced Interstate School Leaders Licensure Consortium (ISLLC) standards as Michigan’s Standards for the Preparation of Central Office Administrators. These standards are used to guide and approve administrator preparation programs.

In 2012, the Michigan Department of Education (MDE) developed a cross-office group of staff to consider the systems, policies, and practices that impact educator preparation, and to create a more coherent system. A work group was formed and charged with the task of examining all standards impacting educator preparation in Michigan. One element of this task included examining the standards, which guide the professional preparation of school administrators. The work group determined that in an effort to move Michigan forward, they could either redesign the Standards for the Preparation of Central Office Administrators to incorporate the additional elements from legislative changes or adopt the Educational Leadership Constituents Council (ELCC) standards.

The work group examined Interstate Teacher Assessment and Support Consortium (InTASC) standards, stakeholder feedback, and reviewed current best practices within school administrator preparation. The work group also analyzed both the current Interstate School Leaders Licensure Consortium (ISLCC) and ELCC standards in relation to MDE’s current priorities, the State Board of Education’s (SBE), and the Governor’s current priorities, initiatives, and goals. The group found that the ELCC standards are aligned with current state priorities with regard to administrator evaluations and performance assessment. The ELCC standards also encompass other components such as curriculum and instruction and teacher leadership. Based on the findings, a work group was formed to obtain feedback from key stakeholders within school administrator preparation in order to better understand the overall impact on implementation and potential outcome measures demonstrating alignment to all standards.

Overview of ELCC Standards

The ELCC standards are comprised of seven standards. There are 30 elements within the seven standards. These elements or sub-standards provide a detailed context and clarification of the overarching standard.

The standards focus on six categories:

1. School/School Vision
2. School/School Culture
3. School/School Management of Organization, Operation, and Resources
4. School/School Collaboration with Faculty, Community Members, Family
5. School/School Ethics, Integrity, Fairness, Practice
6. School/School Success of Every Student by Understanding, Responding to,
Advocating for Student Learning

The elements of each standard are divided into two categories: Content Knowledge and Performances.

**Implementation:**

Improving student achievement depends on the successful and simultaneous orchestration of multiple, yet individual, variables within the context of an overall school. Given the interdependency between the execution of specific school leadership skills and the overall educational environment, universities are expected to provide candidates with school leadership experiences that connect, embed and transcend explicit leadership skills within the context of a meaningful whole. Candidates need multiple bridging experiences between course content and the school. While life in a university is compartmentalized for the convenience of instruction, life as a school leader requires the use of specialized skills within the context of often ambiguous, demanding, and interconnected events. Relentless connections to, and emphasis on, real or simulated school experiences in regard to resources, methods and assessments will greatly facilitate graduate’s ultimate success as a school leader.

Leadership preparation programs must include three dimensions:

1. **Awareness** – acquiring concepts, information, definitions and procedures.
2. **Understanding** – interpreting, integrating and using knowledge and skills.
3. **Application** – apply knowledge and skills to new or specific opportunities or problems.

The overall program should represent a synthesis of key content and high impact field-based experiences extended over time that result in the school leader candidates’ demonstration of the professional knowledge, skills, and dispositions articulated in the ELCC standards, and, most importantly, candidates’ success in improving student achievement following graduation.
**ELEMENTARY AND SECONDARY ADMINISTRATOR K-12 STANDARDS**

**Standard 1.0:** A Building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress, revision of school plans supported by school-based stakeholders and local agencies. In so doing, the building level leader ensures effective and ample use of technology in establishing, implementing, evaluating, and improving a vision of learning.

**STANDARD ELEMENTS:**

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3: Candidates understand and can promote continual and sustainable school improvement.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a vision of learning.

**Acceptable Candidate Performance for School Level Leadership Standard 1.0**

1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning.

**Content Knowledge**

Programs provide evidence of candidate knowledge of:

- collaborative school visioning;
- theories relevant to building, articulating, implementing, and stewarding a school vision;
- methods for involving school stakeholders in the visioning process.

Performance Programs provide evidence that candidates demonstrate skills required to:

- design and support a collaborative process for developing and implementing
a school vision
- articulate a school vision of learning characterized by a respect for students and their families and community partnerships;
- develop a comprehensive plan for communicating the school vision to appropriate school constituencies; and
- formulate plans to steward school vision statements.

1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.

**Content Knowledge**

Programs provide evidence of candidate knowledge of:

- the design and use of assessment data for learning;
- organizational effectiveness and diverse learning strategies;
- tactical and strategic program planning;
- implementation and evaluation of school improvement processes; and
- variables that affect student achievement.

**Performance**

Programs provide evidence that candidates demonstrate skills required to:

- develop and use evidence-centered research strategies and strategic planning processes;
- create school-based strategic and tactical goals;
- collaboratively develop implementation plans to achieve those goals;
- develop a school improvement plan that aligns to district improvement plans.

1.3: Candidates understand and can promote continual and sustainable school improvement.

**Content Knowledge**

Programs provide evidence of candidate knowledge of:

- continual and sustained improvement models and processes;
- strategic school management of human capital and its effect on continual and sustainable improvement;
- school change processes for continual and sustainable improvement; and
- role of technology in school improvement.

**Performance**

Programs provide evidence that candidates demonstrate skills required to:

- identify strategies or practices to build organizational capacity that promote
continuous and sustainable school improvement;
• design a transformational change plan at the school-building-level;
• design a comprehensive, school-level professional development program;
and
• identify effective uses of technology in instructional practices and school improvement.

1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**Content Knowledge**

Programs provide evidence of candidate knowledge of:

• effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models.

**Performance**

Programs provide evidence that candidates demonstrate skills required to:

• develop a school plan to monitor program development and implementation of school goals;
• construct an evaluation process to assess the effectiveness of school plans and programs; and
• interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.

1.5: Candidates understand and can promote the effective use of technology in establishing, implementing, evaluating, and improving a shared vision of learning.

**Content Knowledge**

Programs provide evidence of candidate knowledge of:

• the use of technology in learning, teaching, and school improvement in service of a shared vision.

**Performance**

Programs provide evidence that candidates demonstrate skills required to:

• lead others in developing an understanding of technology in learning, teaching, and school improvement.

**Standard 2.0**: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional
school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

**STANDARD ELEMENTS:**

2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3: Candidates understand hiring practices of qualified and appropriate certification areas, foster, develop, and supervise the instructional and leadership capacity of school staff.

2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Acceptable Candidate Performance for Building Level Leadership Standard 2.0

2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Content Knowledge

- theories on human development behavior, personality development, personalized learning environment, and motivation;
- organizational culture, school culture, building norms, culture/norms, constructive and deconstructive influence to student success; and
- collaboration and development of teacher leadership development.

Performance

- collaborate with others to accomplish school improvement goals and promote leadership in instructional staff;
- incorporate cultural competence, personality types in development of programs, curriculum, and instructional practices;
- monitor school programs and activities to ensure personalized learning opportunities;
- recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices;
- facilitate the use of appropriate content based learning materials and learning strategies; and
- promote trust, equity, fairness, and respect among students, parents, and school staff.

2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Content Knowledge
Programs provide evidence of candidate knowledge of:
- curriculum development and instructional delivery theories;
- measures of teacher performance;
- multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; and
- school technology and information systems to support and monitor student learning.

Performance
Programs provide evidence that candidates demonstrate skills required to
- collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum;
- use evidence-centered research in making curricular and instructional decisions;