Introduction

Expectations of current school leaders and conversations surrounding educational leadership are rapidly evolving. In addition to managing daily school activities, today's principals must also focus on instructional leadership, the cultivation of diversity in schools, and the assurance of equal access to equitable opportunities leading to the highest levels of learning and achievement for all students.

The next iteration of standards that de ne effective educational leadership is the Professional Standards for Educational Leaders (PSEL) released in October 2015. The PSEL were developed to replace the Interstate Leaders Licensure Consortium (ISLLC) standards, which had been introduced in 1996 and revised in 2008. The PSEL were designed to respond to the new context of public education as well as to recent research studying the in uence and impact of school principals on teaching and learning. The PSEL are intended to inform the work both of school leaders and of central of ce administrative leaders and school boards. The standards will impact leadership development over the next decade or, if the longevity of the ISLLC standards serves as an example, possibly longer. Some states have already begun the process of comparing their current educational leadership standards with the new PSEL and working to identify key areas of alignment or disconnect.

Purpose

State leaders should consider this crosswalk as one of many resources that can help inform conversations at the state level or with district leaders regarding aligning current leadership standards with the new PSEL. This comparison of ISLLC and PSEL standards enables educational leaders to review how leadership standards have evolved since 2008 and to discuss key differences that will need to be addressed in existing state standards. Conversations about the comparison can serve as the foundation to: (1) inform revisions to state leadership standards; (2) foster common understanding of what educational leaders must know and be able to do to improve teaching, learning, and student achievement; and (3) help improve aspects of the principal pipeline, including preparation, licensure, recruitment and hiring, mentoring and induction, evaluation, and professional development.

2. Next, staff created a side-by-side comparison of each PSEL element with each ISLLC function to identify the degree of alignment—full, partial, or none— in language and focus. This step found that some PSEL elements are partially aligned with multiple ISLLC functions, while other PSEL elements are not included in the ISLLC standards.

3. Finally, the proposed crosswalk between the two sets of standards and their elements and functions went through a quality assurance review process, including internal review by an AIR researcher whose expertise is in the area of school leadership, as well as external review by a former superintendent and current consultant in the area of school leadership. This consultant was involved in the development of both the ISLLC 2008 and PSEL 2015 standards.

Overview of the Crosswalk

This document provides a side-by-side comparison of the 2015 PSEL standards with the 2008 ISLLC standards, including a discussion of the overall thematic differences between the standards (Table 1). In addition, a detailed comparison of the 31 *functions* (i.e., the individual items under each standard) that are part of the 2008 ISLLC standards and the 83 *elements* of the 2015 PSEL is provided. This detailed comparison is organized by the 10 PSEL standards, shown in the right-side column of Table 2.

High-Level Alignment and Comparison Between ISLLC 2008 and PSEL 2015 Standards

Table 1 shows the high-level alignment of the 2015 PSEL to the 2008 ISLLC standards. PSEL consists of 10 standards, while ISLLC 2008 has six standards. Table 2 below indicates instances of overlap and alignment across the two sets of standards.

The PSEL seek to challenge organizations that support educational leadership development to move beyond established practices and systems. They are framed by a future-oriented perspective that recognizes the changing world of educational leadership. And they emphasize an integrated implementation, since each standard is dependent on the others. Both ISLLC 2008 and PSEL 2015 underscore the importance of ongoing standards revisions so that the standards will always re ect changes in educational context and knowledge.

Table 1. Side-by-Side Correlation of ISLLC 2008 and PSEL 2015 Standards

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	mi057 TD [(5.)50(Ethics)]TJ 20.561 0 Tultyf Community*

PSEL 3: EQUITY AND CULTURAL RESPONSIVENESS

ISLLC 2008	PSEL 2015
Standard 5 (5 functions)—Acting with integrity, fairness, and in an ethical manner. Standard 6 (3 functions)—Understanding, responding to, and in uencing the political, social, economic, legal, and cultural context.	Standard 3 (8 elements)—Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each

PSEL 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT

ISLLC 2008	PSEL 2015
Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional	

PSEL 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

ISLLC 2008	PSEL 2015
Standard 2 (9 functions)—Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Standard 3 (5 functions)—Ensuring management of the organization, operation, and resources for a safe, ef cient, and effective learning environment.	Standard 5 (6 elements)—Effective educational lea cultivate an inclusive, caring, and supportive scho community that promotes the academic success an well-being of each student.
(PSEL elements that align with ISLLC 2008 functions) Effective leaders: 5a—Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. 3C 5b—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. 2C 5d—Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. 2A	(3 of 6 PSEL elements go beyond ISLLC 2008) Effective leaders: 5c—Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. 5e—Cultivate and reinforce student engagement in school and positive student conduct. 5f—Infuse the school's learning environment with the cultures and languages of the school's community.

Key Differences:

PSEL 5 extends ISLLC 2008's global view of school culture and student learning by providing speci c actions for leaders to take to improve school community. The standard places strong emphasis on supports for students and creating a trusting environment that mirrors the culture of the community while ensuring that all students feel accepted, valued, cared for, and encouraged.

PSEL 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

ISLLC 2008	PSEL 2015
Standard 2 (9 functions)—Advocating, nurturing,	

PSEL 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

ISLLC 2008	PSEL 2015
Standard 4 (4 functions)—Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Standard 6 (3 functions)—Understanding, responding to, and in uencing the political, social, economic, legal, and cultural context.	Standard 8 (10 elements)—Effective educational lea engage families and the community in meaningfu reciprocal, and mutually bene cial ways to promote each student's academic success and well-being.
(PSEL elements that align with ISLLC 2008 functions) Effective leaders: 8b—Create and sustain positive, collaborative, and productive relationships with families and the community for the bene t of stud 4C t 8c—Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishmen 4A 8d—Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the scho 4A 8f—Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvemen 4B 8h—Advocate for the school and district, and for the importance of education and student needs and priorities to families and the comm 6B ity. 8i—Advocate publicly for the needs and priorities of students, families, and the comm 6B ity. 8j—Build and sustain productive partnerships with public and private sectors to promote school improvement and student learni 4D	(3 of 10 PSEL elements go beyond ISLLC 2008) Effective leaders: 8a—Are approachable, accessible, and welcoming to families and members of the community. 8e—Create means for the school community to partner with families to support student learning in and out of school. 8g—Develop and provide the school as a resource for families and the community.

Key Differences:

PSEL 8 focuses on building productive relationships that lead to increased student learning and an improved schoo rather than concentrating only on family and community engagement. It encourages two-way communication and maintaining a presence in the community as speci c ways to collect meaningful data and input.

PSEL 9: OPERATIONS AND MANAGEMENT

ISLLC 2008	PSEL 2015
Standard 3 (5 functions)—Ensuring management of the organization, operation, and resources for a safe, ef cient, and effective learning environment.	Standard 9 (12 elements)—Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

(PSEL elements that align with ISLLC 2008 functions)

Effective leaders:

9a—Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school 3A.

9b—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 3B

9e—Protect teachers' and other staff members' work and learning from disruptions 3E.

9f—Employ technology to improve the quality and ef ciency of operations and management 3B.

(8 of 12 PSEL elements go beyond ISLLC 2008)

Effective leaders:

9c—Seek, acquire, and manage scal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

9d—Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

9g—Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

9h—Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9i—Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

9j—Develop and manage productive relationships with the central of ce and school board.

9k—Develop and administer systems for fair and equitable management of con ict among students, faculty and staff, leaders, families, and community.

9l—Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Key Differences:

PSEL 9 addresses the leader's need to develop a broad perspective that goes beyond management and operations. It encourages leaders to work with an end in mind for every action (e.g., "to promote the mission and vision of the school"; "to improve quality and ef ciency"). The standard maintains consistency with other PSEL elements by focusing on each student's learning needs. In addition, the importance of developing and managing productive relationships—rather than simply perceiving management and operations as a list of things to accomplish—is emphasized.

Appendix A.
Standards Crosswalk Index

Note: In columns 2–7 of the index below, labeled "ISLLC 2008 Standards," constructions such as 1a   1A indicate that, for example, PSEL Element 1a is aligned or partially aligned with ISLLC Function 1A.

PSEL 2015	ISLLC 2008 Standards					
	1—Vision (5 functions)	2—School Culture and Instructional Program (9 functions)	3—Operations, Management, and Resources (5 functions)	4—Collaboration with Faculty and Community (4 functions)	5—Ethics (5 functions)	6—Political, Social, Legal Cultural Context (3 functions)
STANDARD 1 Mi (5 functions)						

PSEL 2015	ISLLC 2008 Standards					
	1—Vision (5 functions)	2—School Culture and Instructional Program (9 functions)	3—Operations, Management, and Resources (5 functions)	4—Collaboration with Faculty and Community (4 functions)	5—Ethics (5 functions)	6—Political, Social, Legal Cultural Context (3 functions)
Standard 6 Professional Capacity of School Personnel (9 elements) *Beyond ISLLC 2008 6a, 6b, 6d, 6e, 6f, 6h, 6i		6c 2F 6g 3D				
STANDARD 7 Professional Commun for Teachers and Staff (8 elements) *Beyond ISLLC 2008 –7c, 7d, 7f, 7g, 7h		7a 2G 7b 2G 7e 2A				
STANDARD 8 Meaningful Engagement of Families and Community (10 elements) *Beyond ISLLC 2008 –8a, 8e, 8g				8b 4C, 4D 8c 4A 8d 4A 8f 4B 8j 4D		8h 6B 8i 6B
STANDARD 9 Operations and Management (12 elements) *Beyond ISLLC 2008 –9c, 9d, 9g, 9h, 9i, 9j, 9k, 9l			9a 3A 9b 3B 9e 3E 9f 3B			
STANDARD 10 School Improvement (10 elements) *Beyond ISLLC 2008 –10c, 10e, 10f, 10g, 10i, 10j	10a 1D 10b 1D 10d 1B 10h 1D					