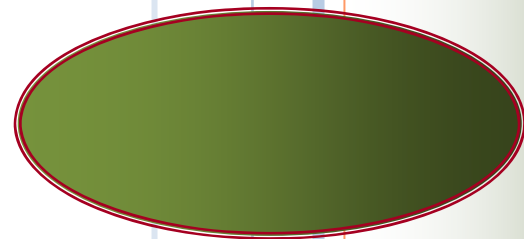


# A COMPARISON OF MCREL'S PRINCIPAL EVALUATION COMPONENTS AND THE ISLLC STANDARDS

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## INTRODUCTION

Between 2006 and 2008, the Council of Chief State School Officers Interstate School Leaders Licensure Consortium (ISLLC) chaired by the National Policy Board for Educational Administration (NPBEA) revised the 1996 ISLLC Standards. During this process, the ISLLC Steering Committee received input from the organizations and councils that make up the NPBEA. The resulting new standards are intended to “help state policymakers strengthen selection, preparation, licensure, and professional development for education leaders” and help “create a seamless set of supporting policies and activities that span the career continuum of an education leader” (CCSSO-ISLLC, pp.3 - 4). In 2009, McREL developed a principal evaluation instrument and accompanying process based on elements of a 21<sup>st</sup> century education and a set of research-based standards. McREL’s Principal Evaluation System is based upon extensive analyses by McREL and other organizations of characteristics of educational leaders “which contribute to the success of schools” (Williams, Cameron, & Davis, p.1).

The purpose of this study was to determine and report whether and to what degree the standards described as important for principals in the ISLLC standards are present in McREL components, and vice versa. The six ISLLC standards are described as broad, high priority themes that are defined more specifically through a set of functions “that help define strong school leadership” (CCSSO-ISLLC, p.6). Three McREL components organize and are further defined by a set of responsibilities for principals; these responsibilities were identified through McREL’s meta-analysis to have statistically significant relationships with student achievement (p. Williams, Cameron, & Davis, p. 2). The degree of alignment is likely an important factor when considering an evaluation system, as large discrepancies in content have implications to development and adoption. The results of the comparison undertaken in this study indicate a significant majority of alignments are strong or satisfactory. Differences between the two documents appear to reflect an emphasis on the policies that support education leadership as found within the ISLLC standards and an emphasis on leadership traits and characteristics as found within the McREL components, which form a part of McREL’s Principal Evaluation System.

## HOW THE McREL PRINCIPAL EVALUATION COMPONENTS AND ISLLC STANDARDS WERE COMPARED

McREL analysts compared the ISLLC Standards and the McREL Principal Evaluation components from two directions or perspectives. In the first case, analysts used the ISLLC standards and associated functions as the organizing framework to ask whether the McREL components address all the same content and, if so, to what degree. In other words, this analysis identified whether and to what degree the McREL components and associated responsibilities hold the same expectations for educational leaders as do the ISLLC standards. In the second case, analysts used the McREL components and associated responsibilities as the starting point from which to ask whether the ISLLC standards addressed all the content found in the McREL components. This second analysis served to identify whether the ISLLC standards expect the same from principals as do the McREL

components and if the McREL components expect additional content. The following are definitions for each of the three McREL components used for this comparison:

1. **Managing Change** - involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.
2. **Focus of Leadership** - involves accurately and pro-actively targeting appropriate areas for school improvement efforts.
3. **Purposeful Community** - is a community with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

To conduct each comparison, analysts first identified clear and specific expectations for leaders: termed functions within the ISLLC standards and responsibilities within the McREL components. Analysts then examined the target document to determine if one or several statements could be identified that, taken together, described the same or very similar expectations. The nature of the content match between the two documents they then characterized in one of the following ways: Strong, Satisfactory, or Weak (see sidebar). Instances when no content match existed across the two documents were identified as having No Alignment.

Each document comparison (McREL to ISLLC; ISLLC to McREL) was conducted independently by two content analysts, who collectively hold seven years' experience in standards analysis and more than two decades' teaching experience. At the outset of the study, analysts were instructed on the methodology for the work and had an opportunity to discuss the categories to be applied for matching.

Working systematically through the organizing document, each analyst independently identified statements in the target document that, singly or taken together with other

**Strong:** A match is identified as strongly aligned if all aspects of the organizing document standard – the scope and detail – are addressed in the target document against which it was compared. The language described the same content or denoted the same basic meaning, with only slight differences in phrasing or emphasis.

**Satisfactory:** A match is identified as satisfactory if most, but not all, characteristics of a strong match are found. The nature of the difference, that is, the aspect of the content that keeps it from being a strong match, is identified with the match label. A match marked as *Satisfactory (specificity)* indicates that a level of detail in the organizing document is not found in the target document; *Satisfactory (scope)* means that not every topic related to content in the organizing document is addressed; *Satisfactory (emphasis/phrasing)*, means that, although the target document addresses similar content, there is a notable difference in emphasis and phrasing. Finally, a match marked *Satisfactory (implied)* means that the content of the standard in the organizing document is implied, but not explicitly addressed, in the target document.

**Weak:** A match is identified as weak if content in the organizing document is loosely related to content found in the target document; the content in the organizing document is significantly more detailed, covers a much broader scope or places a significantly different emphasis on the content.

content in the target document, addressed the content in the organizing document. When such content was found, the analyst excerpted relevant text from the target document, assigned one of the available labels to characterize the type of match found, and provided rationale and commentary about the match, where appropriate. At key points during the process, analysts met to compare findings and, with the study lead who served as moderator, resolved any differences between them regarding the content that was found to be a match and how the match was characterized. Meetings to discuss and resolve such differences occurred more frequently at the beginning of the process to help clarify understanding about the characteristics of each type of match and what constituted evidence for a match. All differences were resolved in discussion with the moderator by reference to the textual evidence, the characteristics of each type of match, and what commentary would best make clear the rationale behind the match.

## **FINDINGS**



As a result of this bi-directional analysis, analysts determined that the all content described in the ISLLC Educational Leadership Policy Standards is present in McREL’s Principal Evaluation components to some degree. Of the 31 ISLLC functions, 13 (42%) were identified as a strong match, 13 (42%) were judged a satisfactory match, and 5 (16%) were considered a weak match.

Conversely, all the content of the McREL Principal Evaluation components is addressed to some extent in the ISLLC standards. Of the 21 responsibilities in the McREL components, 4 (19%) were found to have a strong match in the ISLLC standards and functions, 13 (62%) were a satisfactory match, and 4 (19%) were a weak match.

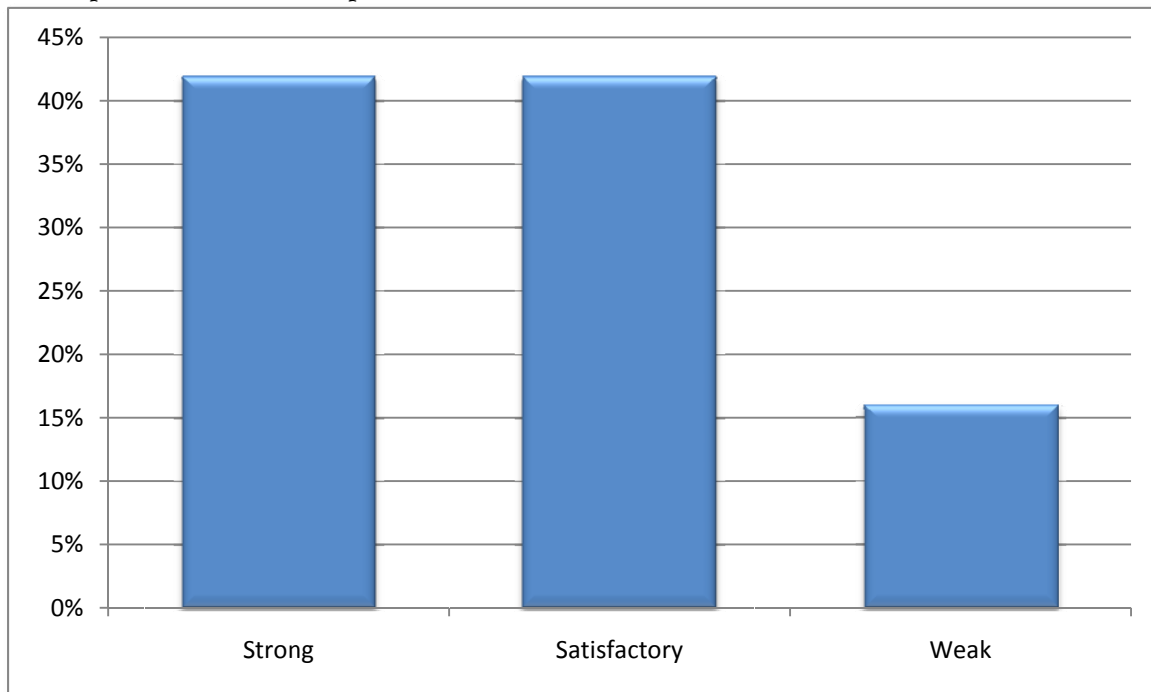
Detailed findings are provided below, with illustrative graphs. The comparisons from the ISLLC Educational Leadership Policy Standards to the McREL components can be found in Appendix A; comparisons from McREL’s Principal Evaluation components to the ISLLC Educational Leadership Policy standards are in Appendix B.

### **ISLLC CONTENT FOUND IN THE McREL COMPONENTS**



The ISLLC content is organized into six standards, each of which is divided into a set of functions that define school leadership; there are a total of 31 functions. Of the 31 ISLLC functions, 13 (42%) were found to have a strong match with content in the McREL components, 13 (42%) were judged to have a satisfactory match, and 5 (16%) functions were considered to have a weak match in the McREL components. Among the matches marked as satisfactory, 4 (31%) were based on differences in emphasis and phrasing, 7 (54%) were based on content being implied, rather than explicit, 1 (8%) was based upon a difference in scope, and 1 (8%) was based on a difference in specificity (see Figures 1-3). See Appendix A for complete results.

**Figure 1. Distribution of Ratings by Major Categories when Comparing McREL's Principal Evaluation Components to ISLLC Standards**



**Figure 2. Distribution of all ratings when comparing McREL's Principal Evaluation Components to ISLLC Standards**

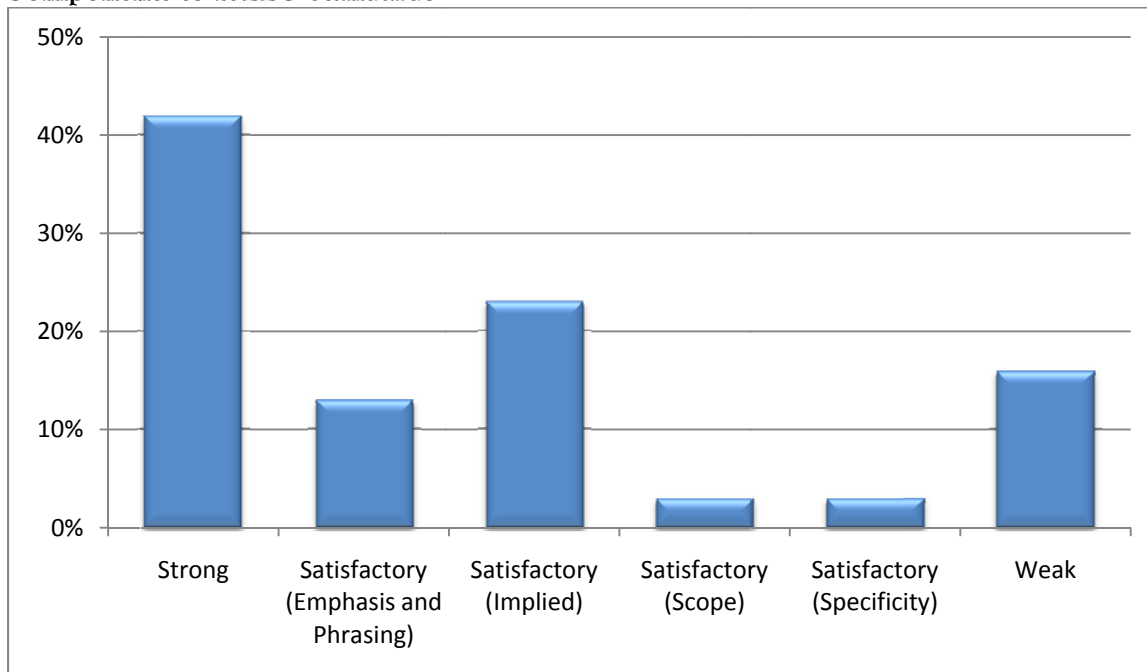
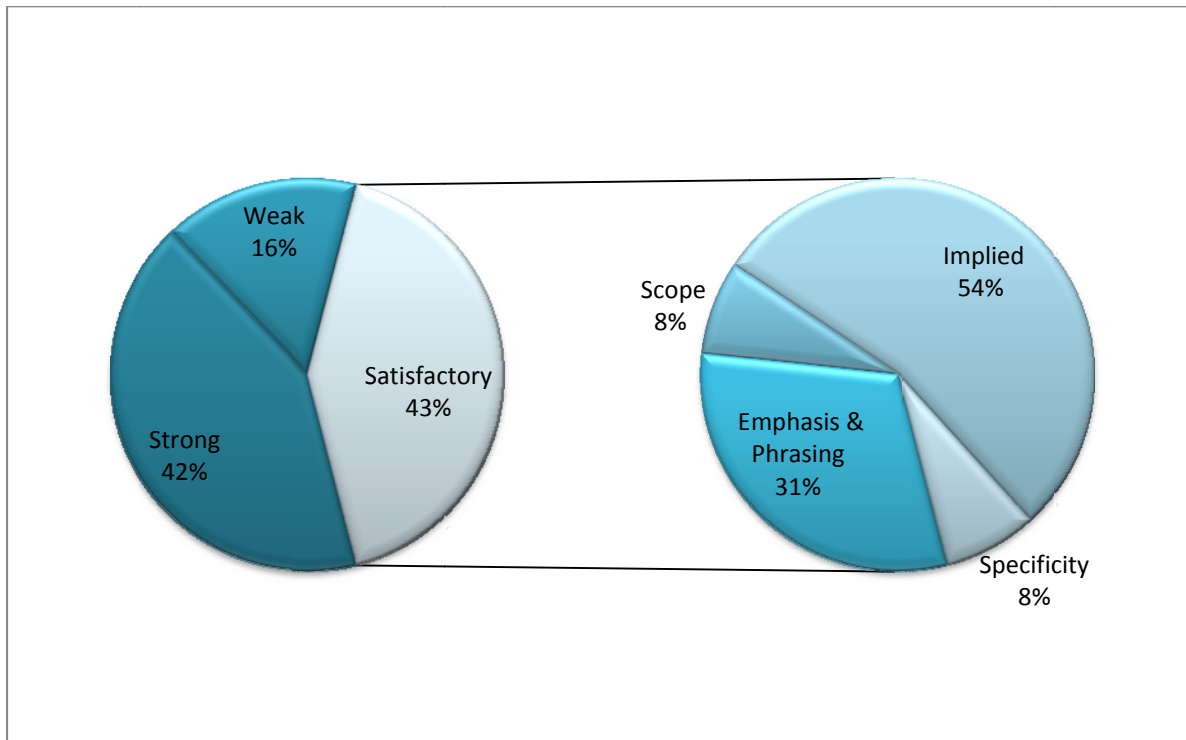


Figure 3. Percentage of Ratings when Comparing McREL's Principal Evaluation Components to ISLLC Standards



### McREL CONTENT FOUND IN THE ISLLC STANDARDS

The McREL content is organized into three components. The components organize the 21 leadership responsibilities that are associated with increased student achievement.

Analysis determined that all the responsibilities within the McREL components are addressed within the ISLLC functions. Of the 21 responsibilities in the McREL components, 4 (19%) were found to have a strong match, 13 (62%) were a satisfactory match, and 4 (19%) were considered to have a weak match in the ISLLC functions. Among the matches marked as satisfactory, 2 (15%) were based on differences in emphasis and phrasing, 8 (61%) were based on content being implied, rather than explicit, 2 (15%) were based upon scope differences, and 1 (8%) was based on a difference in specificity (see Figures 4-6). See Appendix B for complete results.

Figure 4. Distribution of Ratings by Major Categories when Comparing the ISLLC Standards to McREL's Principal Evaluation Components

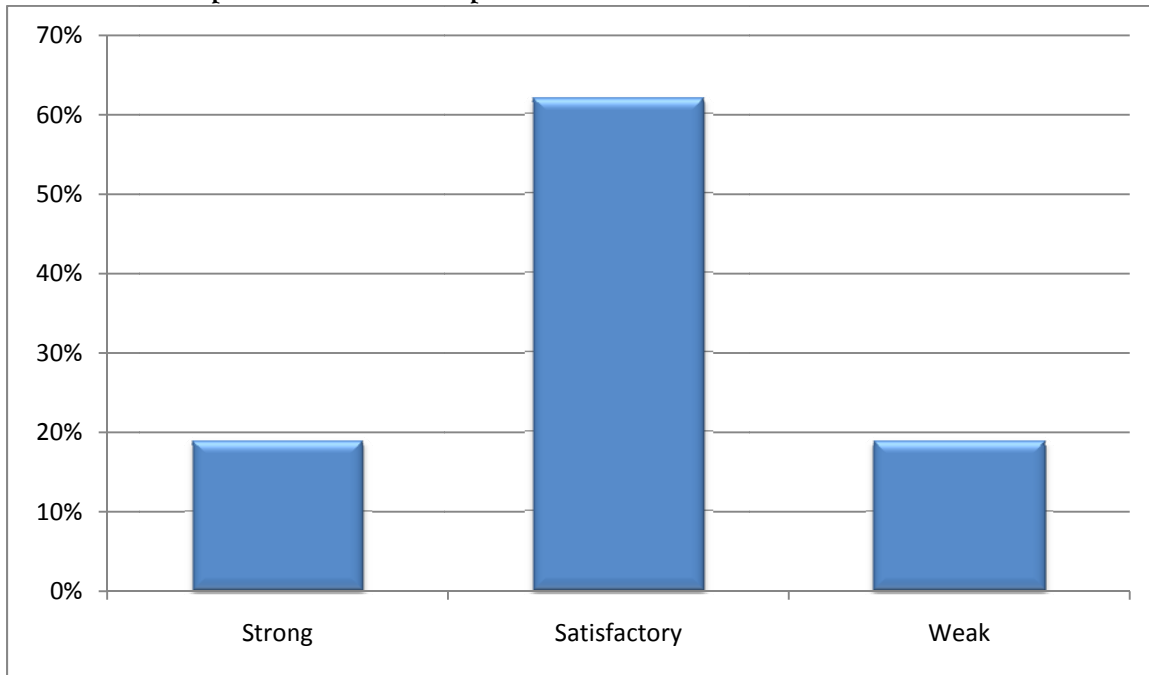


Figure 5. Distribution of all ratings when comparing ISLLC Standards to McREL's Principal Evaluation Components

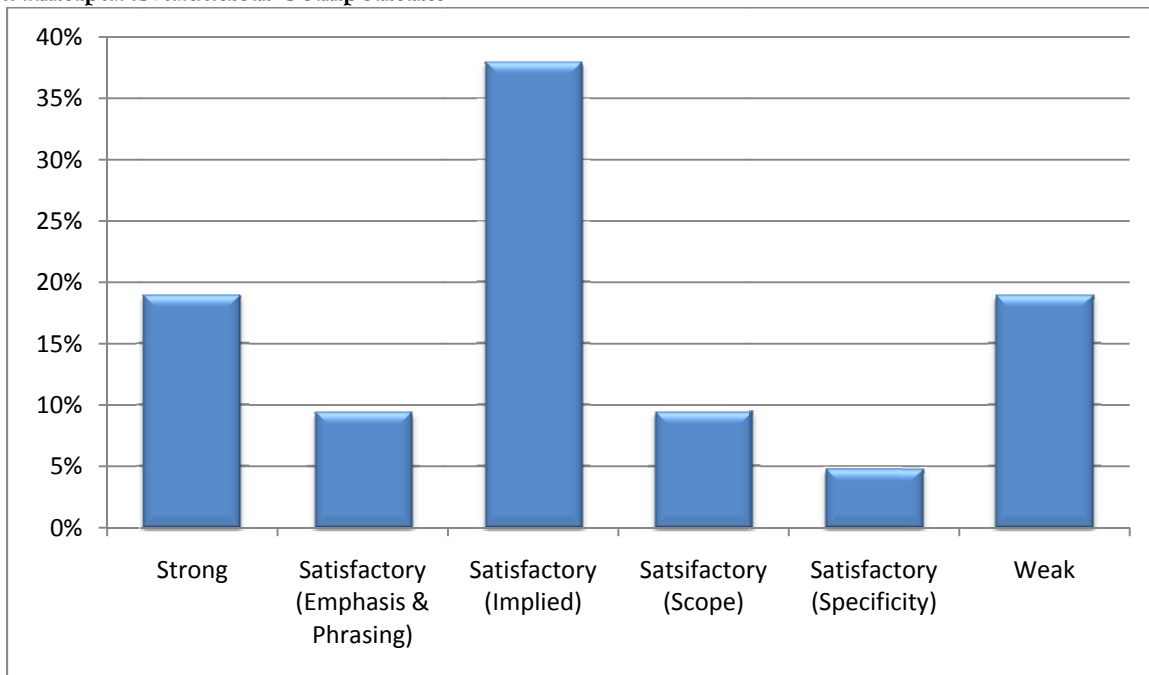
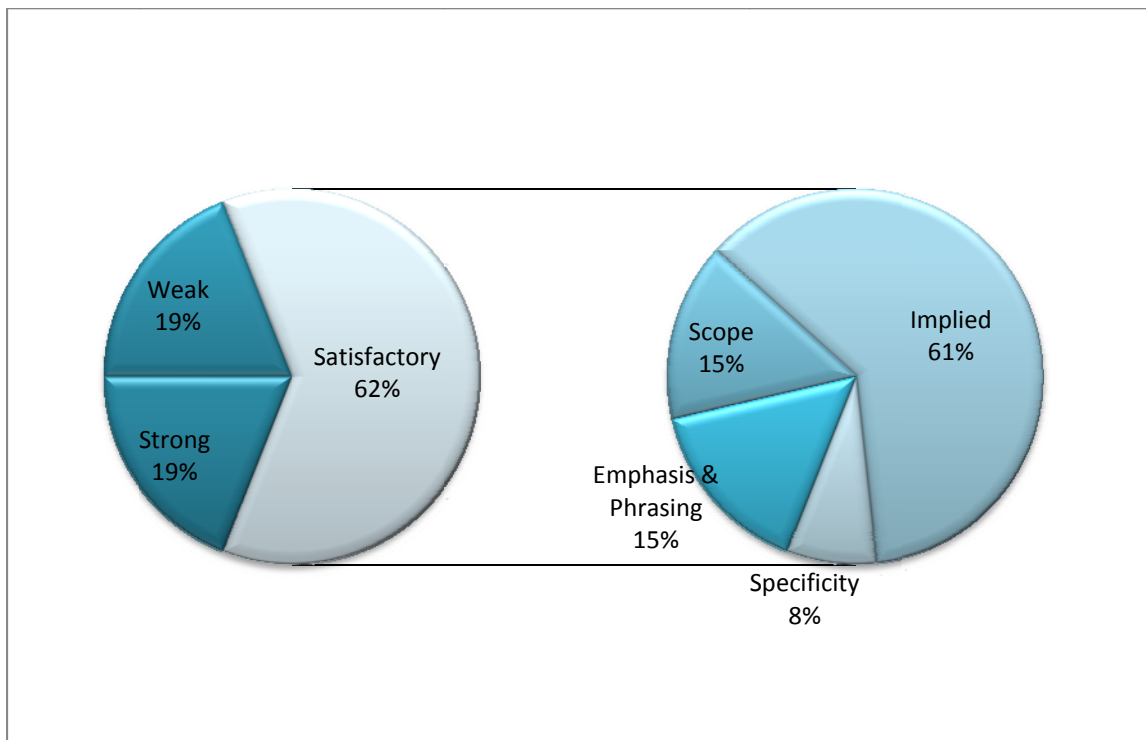




Figure 6. Percentage of Ratings when Comparing McREL's Principal Evaluation Components to ISLLC Standards



#### NOTABLE DIFFERENCES BETWEEN THE McREL COMPONENTS AND ISLLC STANDARDS

It should be noted that the two documents examined in this study differ in their approach. The ISLLC standards are primarily a guide “to state policymakers” (CCSSO-ISLLC, pg.1) and are entitled Educational Leadership *Policy Standards* (italics added). Consequently, the standards are usually written in terms of policy directions and goals. The McREL components constitute an instrument for evaluating principal performance, similar to evaluation instruments for teacher performance. They emphasize “key *traits* of educational leaders and those *attributes* which constitute the success of schools” (Williams, Cameron, & Davis, pg. 1; italics added). The components comprise the evaluation instrument that, together with a comprehensive process and professional growth approach, forms McREL’s Principal Evaluation System. The focus is on behaviors and actions of principals. This difference in approach between the two documents is often nuanced, yet accounts for some of the differences in content coverage. Examples are provided through excerpts from the Appendices in Table 1.

**Table1. Examples of policy vs. behavior approaches in differences between documents**

ISLLC Standard 5		McREL
C. Safeguard the values of democracy, equity, and diversity	Weak: McREL identifies specific behaviors that may be considered modeling ISLLC general principles	<b>Component 1. Managing Change</b> b. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent. 2. <u>Implements procedures that encourage teachers and staff to express opinions and perceptions even if they are contrary to those held by individuals in positions of authority.</u>
McREL Component 2		ISLLC
A. Contingent Rewards: Recognizes and rewards individual accomplishments.	Weak: ISLLC indirectly implies that accomplishments are recognized and rewarded.	<b>Standard 2.</b> A. <u>Nurture and sustain a culture</u> of collaboration, trust, learning, and <u>high expectations.</u> C. <u>Create a personalized and motivating learning environment</u> for students

## SUMMARY

McREL analysts compared the ISLLC standards and the McREL’s Principal Evaluation components to identify how much and to what degree the content in each is also identified in the other. All 31 functions that define the ISLLC standards are included in the McREL components; thirteen (42%) were found to be a strong match, 13 (42%) were judged a satisfactory match, and 5 (16%) were considered a weak match. All 21 of the McREL leadership responsibilities that define the McREL Principal Evaluation components are addressed in the ISLLC standards. Of these matches, 4 (19%) were a strong match, 13 (62%) were a satisfactory match, and 4 (19%) were a weak match.

## APPENDIX A: ISLLC EDUCATIONAL LEADERSHIP POLICY STANDARDS AND CORRESPONDING McREL PRINCIPAL EVALUATION COMPONENTS

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
<b>Standard I</b>		
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.		<u>Associated Components</u> , Responsibilities, and Practices.
<b>Functions</b>		
A. Collaboratively develop and implement a shared vision and mission	Strong	<p><b>Component 1. Managing Change</b> c. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling. 4. <u>Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and schooling throughout the community.</u></p> <p><b>Component 3. Purposeful Community</b> c. Culture: Fosters shared beliefs and a sense of community and cooperation. 4. <u>Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the school's purpose and vision.</u></p>
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	Satisfactory (scope and emphasis/phrasing)	<p><b>Component 1. Managing Change.</b> a. Change Agent: Is willing to and actively challenges the status quo. 2. <u>Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.</u> f. Monitor and Evaluate: Monitors the <u>effectiveness of school practices</u> and their impact on student learning.</p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
C. Create and implement plans to achieve goals	Strong	<p><b>Component 1. Managing Change.</b>  a. Change Agent: Is willing to and actively challenges the status quo. 2. <i>Builds on data analysis to <u>define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.</u></i></p> <p><b>Component 2. Focus of Leadership.</b>  c. Focus: <u>Establishes clear goals</u> and keeps those goals in the forefront of the school's attention. 4. <i>Leverages high, concrete goals in order to continually create demand for innovation and improvement.</i>  e. Order: <u>Establishes a set of standard operating procedures and routines.</u></p>
D. Promote continuous and sustainable improvement	Strong	<p><b>Component 2. Focus of Leadership.</b>  c. Focus: <u>Establishes clear goals and keeps those goals in the forefront of the school's attention.</u> 4. <i>Leverages high, concrete goals in order to continually create demand for innovation and improvement.</i>  g. Resources: Provides teachers with material and professional development necessary for the execution of their jobs. 4. <i>Implements processes and procedures that ensure the long-term viability of effective programs and practices.</i></p>
E. Monitor and evaluate progress and revise plans	Strong	<p><b>Component 1. Managing Change.</b>  a. Change Agent: Is willing to and actively challenges the status quo. 2. <i>Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.</i>  f. Monitor and Evaluate: <u>Monitors the effectiveness of school practices</u> and their impact on student learning.</p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
<b>Standard 2</b>		
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.		<u>Associated Components, Responsibilities, and Practices</u>
<b>Functions</b>		
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	Strong	<p><b>Component 2. Focus of Leadership</b>  c. Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention. <i>4. Leverages high, concrete goals in order to continually create demand for innovation and improvement.</i></p> <p><b>Component 3. Purposeful Community.</b>  c. <u>Culture: Fosters shared beliefs and a sense of community and cooperation. 3. Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives.</u>  f. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems. <i>4. Leverages opportunities to build and strengthen trusting and productive relationships in order to strengthen the school's capacity to meet future challenges.</i></p>
B. Create a comprehensive, rigorous, and coherent curricular program	Satisfactory (implied): McREL reference to research-based curriculum implies coherence	<p><b>Component 2. Focus of Leadership.</b>  d. <u>Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues. 4. Helps teachers adopt, adapt, or design rigorous research-based curriculum, instruction, and assessment practices, programs, and interventions.</u></p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
C. Create a personalized and motivating learning environment for students	Satisfactory (emphasis/phrasing)	<p><b>Component 2. Focus of Leadership.</b>  b. Discipline: Protects teachers from issues and influences that would detract from their time or focus. <i>4. Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment.</i>  e. Order: Establishes a set of standard operating procedures and routines. <i>4. Uses an orderly environment to sustain confidence in the school's ability to educate all children.</i></p> <p><b>Component 3. Purposeful Community</b>  b. Communication: Establishes strong lines of communication with teachers and among students. <i>2. Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community.</i></p>
D. Supervise instruction	Strong	<p><b>Component 2. Focus on Leadership</b>  d. Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues. <i>4. Helps teachers adopt, adapt, or design rigorous research-based . . . instruction . . .</i></p>
E. Develop assessment and accountability systems to monitor student progress	Satisfactory (specificity): McREL reference to evaluation does not specify accountability	<p><b>Component 1. Managing Change.</b>  f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning. <i>3. Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement.</i></p> <p><b>Component 2. Focus of Leadership.</b></p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
		d. <u>Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.</u>
F. Develop the instructional and leadership capacity of staff	Strong	<p><b>Component 2. Focus of Leadership.</b>  d. <u>Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.</u>  g. Resources: <u>Provides teachers with material and professional development necessary for the execution of their jobs.</u></p> <p><b>Component 3. Purposeful Community.</b>  d. Input: <u>Involves teachers in the design and implementation of important decisions. 3. Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision-making roles.</u></p>
G. Maximize time spent on quality instruction	Strong	<p><b>Component 2. Focus of Leadership.</b>  b. Discipline: <u>Protects teachers from issues and influences that would detract from their time or focus. 4. Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment.</u></p>
H. Promote the use of the most effective and appropriate technologies to support teaching and learning	Satisfactory (implied): McREL reference to tools and equipment implies technology use	<p><b>Component 1. Managing Change.</b>  e. Knowledge of Curriculum, Instruction, and Assessment: <u>Is knowledgeable about the current curriculum, instruction, and assessment practices. 3. Provides mastery and vicarious experiences of research-based practices in curriculum design, instructional strategies, and assessment practices through professional development and action research.</u></p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
		<p><b>Component 2. Focus of Leadership.</b>  g. Resources: <u>Provides teachers with material and professional development necessary for the execution of their jobs.</u> 2. Ensures that teachers and staff have <u>tools, materials, and equipment necessary to perform their duties.</u></p>
<p>I. Monitor and evaluate the impact of the instructional program</p>	<p>Strong</p>	<p><b>Component 1. Managing Change.</b>  f. <u>Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.</u></p> <p><b>Component 2. Focus on Leadership</b>  d. Involvement in Curriculum, Instruction, and Assessment: Is <u>directly involved in</u> helping teachers design curricular activities and address assessment and <u>instructional issues.</u></p>
<p><b>Standard 3</b></p>		
<p>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.</p>		<p><u>Associated Components, Responsibilities, and Practices</u></p>
<p><b>Functions</b></p>		<p><b>Responsibility/Practices</b></p>
<p>A. Monitor and evaluate the management and operational systems</p>	<p>Satisfactory (implied): McREL reference to procedures that support the school's purpose implies operational systems</p>	<p><b>Component 1. Managing Change.</b>  f. <u>Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.</u></p> <p><b>Component 2. Focus on Leadership</b>  e. Order: <u>Establishes a set of standard operating procedures and routines.</u> 3. <u>Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly, and enhances student and teacher abilities to engage in meaningful and productive work.</u></p>



ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
		<p><b>Component 3. Purposeful Community</b>  c. Culture: Fosters shared beliefs and a sense of community and cooperation. 4. <u>Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the school's purpose and vision.</u></p>
<p>B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</p>	<p>Weak: McREL references aligned material support but not obtaining or efficiently using human and fiscal resources</p>	<p><b>Component 2. Focus on Leadership</b>  <u>g. Resources: Provides teachers with material and professional development necessary for the execution of their jobs. 2. Ensures that teachers and staff have tools, materials, and equipment necessary to perform their duties.</u></p>
<p>C. Promote and protect the welfare and safety of students and staff</p>	<p>Strong</p>	<p><b>Component 2. Focus on Leadership</b>  b. Discipline: <u>Protects teachers from issues and influences that would detract from their time or focus.</u>  e. Order: Establishes a set of standard operating procedures and routines.  3. <u>Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly, and enhances student and teacher abilities to engage in meaningful and productive work.</u></p>
<p>D. Develop the capacity for distributed leadership</p>	<p>Satisfactory (emphasis/phrasing): McREL component defines but does not identify "distributed leadership"</p>	<p><b>Component 3. Purposeful Community</b>  d. Input: <u>Involves teachers in the design and implementation of important decisions.</u>  3. <u>Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision making roles.</u></p>
<p>E. Ensure teacher and organizational time is focused to support quality instruction and student learning</p>	<p>Strong</p>	<p><b>Component 2. Focus on Leadership</b>  b. Discipline: Protects teachers from issues and influences that would detract from their time or focus. 3. <u>Enforces policies and</u></p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
<b>Standard 4</b>		<i>procedures related to instruction time to assure that all staff members and all students benefit from periods of focused instruction.</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.		<u>Associated Components, Responsibilities, and Practices</u>
<b>Functions</b>		<b>Responsibility/Practices</b>
A. Collect and analyze data and information pertinent to the educational environment	Strong	<b>Component 1. Managing Change.</b> a. Change Agent: Is willing to and actively challenges the status quo. 2. <u>Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.</u> f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning. 2. <u>Uses a variety of data and processes to...</u>
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	Satisfactory (implied): McREL references to community engagement imply understanding and appreciation of the community as a resource	<b>Component 2. Focus on Leadership</b> f. Outreach: Is an <u>advocate and</u> spokesperson of the school to all stakeholders. 4. <u>Uses community relationships as both tangible and intangible assets to engage all stakeholders in family and community involvement initiatives.</u>  <b>Component 3. Purposeful Community</b> c. <u>Culture:</u> Fosters shared beliefs and a <u>sense of community and cooperation.</u> 2. <u>Leads the development of an understanding of a unified purpose and a shared vision for the school.</u>
C. Build and sustain positive relationships with families and caregivers	Satisfactory (implied): McREL reference to engagement of all stakeholders and positive impact of	<b>Component 2. Focus on Leadership</b> f. Outreach: <u>Is an advocate and spokesperson</u>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
	relationships among formal and informal groups implies positive relationships with families and caregivers.	<p><u>of the school to all stakeholders. 4. Uses community relationships as both tangible and intangible assets to engage all stakeholders in family and community involvement initiatives.</u></p> <p><b>Component 3. Purposeful Community</b>  f. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems. 3. <u>Implements strategies to ensure that relationships among formal and informal groups impact the school in a positive way.</u></p>
D. Build and sustain productive relationships with community partners	Strong	<p><b>Component 2. Focus on Leadership</b>  f. Outreach: <u>Is an advocate and spokesperson of the school to all stakeholders. 4. Uses community relationships as both tangible and intangible assets to engage all stakeholders in family and community involvement initiatives.</u></p> <p><b>Component 3. Purposeful Community</b>  b. Communication: Establishes strong lines of communication with teachers and among students. 2. <u>Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community.</u>  f. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.4. <u>Leverages opportunities to build and strengthen trusting and productive relationships in order to strengthen the school's capacity to meet future challenges.</u></p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
<b>Standard 5</b>		
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.		<u>Associated Components, Responsibilities, and Practices</u>
<b>Functions</b>		<b>Responsibility/Practices</b>
<p>A. Ensure a system of accountability for every student's academic and social success</p>	<p>Satisfactory (implied): McREL procedures to ensure student opportunity for success implies an accountability system.</p>	<p><b>Component 1. Managing Change</b>  e. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices. <i>2. Provides guidance regarding curriculum, instruction, and assessment in order to ensure effective practices in every classroom.</i>  f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning. <i>3. Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement.</i></p> <p><b>Component 2. Focus on Leadership</b>  e. Order: Establishes a set of standard operating procedures and routines. <i>2. Has established and consistently enforces policies, procedures, and routines that maximize opportunities for all students to learn.</i></p> <p><b>Component 3. Purposeful Community</b>  a. Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures. <i>3. Has a plan for systematically and fairly recognizing successes and failures of students.</i></p>
<p>B. Model principles of self-awareness, reflective practice, transparency, and</p>	<p>Weak: McREL identifies specific behaviors that may be considered</p>	<p><b>Component 1. Managing Change</b>  b. Flexibility: <u>Adapts his or her leadership</u></p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
ethical behavior	modeling ISLLC general principles	<p><u>behavior to the needs of the current situation and is comfortable with dissent. 2. <i>Implements procedures that encourage teachers and staff to express opinions and perceptions even if they are contrary to those held by individuals in positions of authority.</i></u></p> <p>c. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling. 2. <u><i>Demonstrates behaviors that exemplify stated beliefs about school and schooling.</i></u></p>
C. Safeguard the values of democracy, equity, and diversity	Weak: McREL describes actions that may be associated with safeguarding values of democracy, equity, and diversity	<p><b>Component 1. Managing Change</b></p> <p>b. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent. 2. <u><i>Implements procedures that encourage teachers and staff to express opinions and perceptions even if they are contrary to those held by individuals in positions of authority.</i></u></p>
D. Consider and evaluate the potential moral and legal consequences of decision-making	Weak: McREL references evaluation of consequences but these are not linked to moral or legal issues	<p><b>Component 1. Managing Change</b></p> <p>b. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.</p> <p>1. <u><i>Understands the importance of how different change initiatives may be perceived differently by various stakeholders and how they may impact others.</i></u></p>
E. Promote social justice and ensure that individual student needs inform all aspects of schooling	Satisfactory (emphasis/phrasing): McREL emphasis is on needs of individuals and groups rather social justice	<p><b>Component 1. Managing Change</b></p> <p>c. Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling. 2. <u><i>Demonstrates behaviors that exemplify stated beliefs about school and schooling.</i></u></p> <p>f. Monitor and Evaluate: Monitors the</p>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
		effectiveness of school practices and their impact on student learning. <u>2. Uses a variety of data and processes to monitor the needs and performance of individuals, groups, and the school as a whole.</u>
<b>Standard 6</b>		
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.		<u>Associated Components</u> , Responsibilities, and Practices
<b>Functions</b>		<b>Responsibility/Practices</b>
A. Advocate for children, families, and caregivers	Weak: McREL component does not call for leader advocacy of families and caregivers.	<b>Component 2. Focus on Leadership</b> f. Outreach: Is an advocate and spokesperson of the school to all stakeholders. <u>2. Advocates for the school with...parents..students. 4. Uses community relationships as both tangible and intangible assets to engage all stakeholders in family and community involvement initiatives.</u>
B. Act to influence local, district, state, and national decisions affecting student learning	Satisfactory (implied): McREL reference to advocacy and influence implies efforts at impacting various levels of decision-making	<b>Component 1. Managing Change</b> a. Change Agent: Is willing to and actively challenges the status quo. <u>4. Leverages the influence of opinion leaders to strategically target and frame change initiatives in order to increase the rate of adoption.</u>  <b>Component 2. Focus on Leadership</b> f. Outreach: Is an advocate and spokesperson of the school to all stakeholders. <u>2. Advocates for the school with the community, parents, central office.</u>  <b>Component 3. Purposeful Community</b> d. Input: Involves teachers in the design and implementation of important decisions. <u>3.</u>

ISLLC Educational Leadership Standards (2008)	Alignment Rating with Comment	McREL Principal Evaluation Components (2009)
		<i>Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision making roles.</i>
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	Satisfactory (emphasis/phrasing): McREL component references creation or adoption of innovation but not the anticipation of emerging trends	<b>Component 1. Managing Change</b> a. Change Agent: Is willing to and actively challenges the status quo. 2. <u>Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.</u> 3. <u>Consistently attempts to operate at the edge instead of the center of the schools' competence by leading the implementation of research-based initiatives even though outcomes may be uncertain.</u> b. Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent. 2. <u>Adapts leadership style to the needs of specific situations.</u> f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning. 2. <u>Uses a variety of data and processes to drive decisions about initiating new and innovative research-based programs and interventions.</u>

## APPENDIX B: McREL PRINCIPAL EVALUATION COMPONENTS AND CORRESPONDING ISLLC EDUCATIONAL LEADERSHIP STANDARDS

McREL Principal Evaluation Components (2009)	Alignment Rating with Comment	ISLLC Educational Leadership Standards (2008)
<b>Component 1</b>		<b>Standard and Function</b>
<b>Managing Change</b> Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.		See Appendix A for definition of each Standard.
<b>Responsibilities*</b>		
A Change Agent: Is willing to and actively challenges the status quo. <i>4. Leverages the influence of opinion leaders to strategically target and frame change initiatives in order to increase the rate of adoption.</i>	Satisfactory (implied)	<b>Standard 1. D. <u>Promote</u> continuous and sustainable <u>improvement</u>.</b> E. Monitor and evaluate progress and <u>revise plans</u> .  <b>Standard 6. B. <u>Act to influence local, district, state, and national decisions</u> affecting student learning.</b>
B Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.	Satisfactory (scope): ISLLC does not include leader's comfort with dissent.	<b>Standard 6. C. Assess, analyze, and anticipate emerging trends and initiatives in order to <u>adapt leadership strategies</u>.</b>
C Ideals and Beliefs: Communicates and operates from strong ideals and beliefs about school and schooling.	Satisfactory (scope): ISLLC does not reference leader's own beliefs and ideals	<b>Standard 1. A. Collaboratively <u>develop and implement a shared vision and mission</u>.</b>  <b>Standard 5. C. <u>Safeguard the values</u> of democracy, equity, and diversity</b>
D Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.	Weak: McREL references current theories & practices, ISLLC does not	<b>Standard 2. F. <u>Develop the instructional and leadership capacity of staff</u></b>

\* Practice levels (listed as numbers) of McREL responsibilities are provided when needed to clarify alignment between McREL and ISLLC documents.



McREL Principal Evaluation Components (2009)	Alignment Rating with Comment	ISLLC Educational Leadership Standards (2008)
E Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices.	Satisfactory (implied): ISLLC implies knowledge of curriculum, instruction and assessment.	<b>Standard 2.</b> B. <u>Create</u> a comprehensive, rigorous, and coherent <u>curricular program</u> . E. <u>Develop assessment and accountability systems</u> to monitor student progress.
F Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.	Strong	<b>Standard 2.</b> E. <u>Develop assessment and accountability systems to monitor student progress</u> . I. <u>Monitor and evaluate</u> the impact of the <u>instructional program</u> .  <b>Standard 3.</b> A. <u>Monitor and evaluate</u> the management and operational systems.
G Optimize: Inspires and leads new and challenging innovations.	Satisfactory (implied): ISLLC promotion of effective technologies implies inspiring and leading change.	<b>Standard 2.</b> H. <u>Promote</u> the use of the most effective and <u>appropriate technologies</u> to support teaching and learning.  <b>Standard 6.</b> C. Assess, analyze, and <u>anticipate emerging trends and initiatives</u> in order to adapt leadership strategies.
<b>Component 2</b>		<b>Standard and Function</b>
<b>Focus of Leadership</b> Focus of leadership involves accurately and pro-actively targeting appropriate areas for school improvement efforts.		See Appendix A for definition of each Standard.
<b>Responsibilities</b>		
A Contingent Rewards: Recognizes and rewards individual accomplishments.	Weak: ISLLC indirectly implies that accomplishments are recognized and rewarded.	<b>Standard 2.</b> A. <u>Nurture and sustain a culture</u> of collaboration, trust, learning, and <u>high expectations</u> . C. <u>Create a personalized and motivating learning environment</u> for students.  <b>Standard 4.</b> B. <u>Promote</u> understanding,

McREL Principal Evaluation Components (2009)	Alignment Rating with Comment	ISLLC Educational Leadership Standards (2008)
		<u>appreciation, and use of the community's diverse cultural, social, and intellectual resources.</u>
B Discipline: Protects teachers from issues and influences that would detract from their time or focus.	Satisfactory (specificity): ISLLC does not specify protection from issues and influences.	<b>Standard 2. G.</b> <u>Maximize time spent on quality instruction.</u> <b>Standards 3 E.</b> <u>Ensure teacher and organizational time is focused to support quality instruction and student learning.</u>
C Focus: Establishes clear goals and keeps those goals in the forefront of the school's attention.	Strong	<b>Standard 1.B.</b> <u>Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.</u> C. <u>Create and implement plans to achieve goals.</u>
D Involvement in Curriculum, Instruction, and Assessment: Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.	Strong	<b>Standard 2.B.</b> <u>Create a comprehensive, rigorous, and coherent curricular program.</u> D. <u>Supervise instruction.</u> E. <u>Develop assessment and accountability systems to monitor student progress.</u> <b>Standard 2. G.</b> <u>Maximize time spent on quality instruction.</u>
E Order: Establishes a set of standard operating procedures and routines. <i>2. Has established and consistently enforces policies, procedures, and routines that maximize opportunities for all students to learn.</i>	Satisfactory (implied) ISLLC implies that implementing plans mean that procedures and routines are established	<b>Standard 1. C.</b> <u>Create and implement plans to achieve goals.</u> <b>Standard 3. E.</b> <u>Ensure teacher and organizational time is focused to support quality instruction and student learning.</u>
F Outreach: Is an advocate and spokesperson of the school to all stakeholders.	Satisfactory (implied): ISLLC content on building relationships outside the school implies McREL's school advocacy to stakeholders	<b>Standard 4.</b> C. <u>Build and sustain positive relationships with families and caregivers.</u> D. <u>Build and sustain productive relationships with community partners.</u>

McREL Principal Evaluation Components (2009)	Alignment Rating with Comment	ISLLC Educational Leadership Standards (2008)
<p>G Resources: Provides teachers with material and professional development necessary for the execution of their jobs.</p>	<p>Satisfactory (emphasis/phrasing) ISLLC emphasizes on resource use and allocation.</p>	<p><b>Standard 1.D.</b> <u>Promote continuous and sustainable improvement.</u></p> <p><b>Standard 3.B.</b> <u>Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.</u></p> <p><b>Standard 2. F.</b> <u>Develop the instructional and leadership capacity of staff.</u></p>
<b>Component 3</b>		<b>Standard and Function</b>
<p><b>Purposeful Community</b> Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.</p>		<p>See Appendix A for definition of each Standard.</p>
<b>Responsibilities*</b>		
<p>A Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures.</p>	<p>Weak: ISLLC does not address school success or failure</p>	<p><b>Standard 2 C.</b> <u>Create a personalized and motivating learning environment for students.</u></p>
<p>B Communication: Establishes strong lines of communication with teachers and among students. <i>2. Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community.</i></p>	<p>Satisfactory(implied): ISLLC reference to productive community relationships imply good communication with the community</p>	<p><b>Standard 4.D.</b> <u>Build and sustain productive relationships with community partners.</u></p>
<p>C Culture: Fosters shared beliefs and a sense of community and cooperation.</p>	<p>Strong</p>	<p><b>Standard 1. A.</b> <u>Collaboratively develop and implement a shared vision and mission.</u></p> <p><b>Standard 2. A.</b> <u>Nurture and sustain a culture of collaboration, trust, learning, and high</u></p>

McREL Principal Evaluation Components (2009)	Alignment Rating with Comment	ISLLC Educational Leadership Standards (2008)
		<p>expectations.</p> <p><b>Standard 4. D.</b> <u>Build and sustain productive relationships with community partners.</u></p>
<p>D Input: Involves teachers in the design and implementation of important decisions.</p>	<p>Satisfactory (implied): ISLLC “distributed leadership” implies teacher involvement in decisions</p>	<p><b>Standard 1. A.</b> Collaboratively develop and implement a shared vision and mission.</p> <p><b>Standard 3.D.</b> <u>Develop the capacity for distributed leadership.</u></p>
<p>E Relationships: Demonstrates awareness of the personal aspects of teachers and staff.</p>	<p>Weak: McREL document specifies personal aspects while the ISLLC does not</p>	<p><b>Standard 4. B.</b> Promote <u>understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.</u></p>
<p>F Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.  <i>2. Recognizes and addresses potential conflicts and undercurrents among stakeholder groups, and/or issues in the school that could create discord.</i></p>	<p>Satisfactory (emphasis/phrasing): McREL attention to potential problems not an emphasis in ISLLC</p>	<p><b>Standard 1. B.</b> Collect and use data to identify goals, <u>assess organizational effectiveness</u>, and promote organizational learning.</p> <p><b>Standard 3. C.</b> Promote and <u>protect the welfare and safety</u> of students and staff.</p> <p><b>Standard 4. A.</b> <u>Collect and analyze data and information pertinent to the educational environment.</u></p> <p><b>Standard 5. D.</b> <u>Consider and evaluate the potential moral and legal consequences of decision-making.</u></p>
<p>G Visibility: Has quality contacts and interactions with teachers and students</p>	<p>Satisfactory (implied): ISLLC reference to personalized learning and supervision of instruction implies quality contacts</p>	<p><b>Standard 2. C.</b> Create a <u>personalized and motivating learning environment for students.</u>  D. <u>Supervise instruction.</u></p>

## REFERENCES

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