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Content Validity of the Interstate School Leaders Licensure Consortium's (ISLLC) Standards for School Leaders: To What Extent Do ISLLC Skill Indicators Describe School Leaders' Instructional Leadership Work?

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Content Validity of the
Interstate School Leaders Licensure Consortium's (ISLLC)
Standards for School Leaders:
To What Extent Do
ISLLC Skill Indicators Describe
School Leaders' Instructional Leadership Work?

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Abstract

Most validity studies of ISLLC standards and indicators rely heavily on focus groups and perceptual surveys. This study included self-report and observational data on principals' use of time. A content analysis tested ISLLC's descriptions of instructional leadership with a related set of Kentucky's Standards and Indicators for School Improvement (SISI) as well as across the observational job analyses of two sets of principals: (a) five elementary and secondary principals in a typical rural district and (b) five matched for school characteristics from high performing schools on Kentucky's assessment system. Results reinforce early studies revealing the intense and fragmented nature of principals' work, but results question whether ISLLC provides sufficient guidance for principals' instructional leadership performance as compared to Kentucky's SISI. ISLLC seems to offer better descriptions of legal and ethical standards as well as guidance on building community internally and externally to the school; however, ISLLC is silent about principals' interactions with students.

Key words: Interstate School Leaders Licensure Consortium, ISLLC Content Validity,
Kentucky Standards and Indicators for School Improvement (SISI),
Principal Time, School Leader Standards

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Purpose and Rationale

Since 1996, the Interstate School Leaders Licensure Consortium's (ISLLC) Standards for School Leaders has gained acceptance as a foundation for principal preparation programs, certification, professional development, and performance evaluation across the United States (Council of Chief State School Officers, 1996; Lashway, 2002; Murphy & Shipman, 1999; Murphy, Yff, & Shipman, 2000). As one step in establishing content validity, the Educational Testing Service (ETS) conducted studies for the ISLLC-related School Leaders Licensure Assessment (Iwanicki, 1999; Latham & Pearlman, 1999). The foundation for most of the validity work surrounding ISLLC has depended heavily on focus group discussions and perceptual surveys (Coutts, 1997; Hessel & Holloway, 2002; Holloway, 2002; Keeler, 2002; Iwaniki, 1999; Latham & Pearlman, 1999).

The purpose of this study was to extend the content validity studies of ISLLC to observational analyses and content comparison to a related set of school standards; both steps meet minimal requirements for instruments used to measure human behavior (Dierdorff & Wilson, 2003; Duke & Iwanicki, 1992; Nunnally, 1978). The study compared ISLLC's 96 skills indicators among its 6 standards to 9 standards and 88 indicators used by Kentucky to identify school improvement efforts among schools both successful and low scoring on the commonwealth's accountability system. The Kentucky Department of Education named its standards as *Standards and Indicators for Schools Improvement* or *SISI* (Kentucky

Department of Education, 2000). Then, researchers categorized selected principals' use of time and activities related to instruction according to both sets of standards, ISLLC and SISI.

Data Sources

This study represented one phase of a larger study investigating principals' use of time (Lindle, Stalion, & Young, 2003). This phase of the larger study tested the content validity of ISLLC in two steps. First, two raters submitted ISLLC and SISI indicators to content analysis. The two raters separately completed training provided by the Kentucky Department of Education and the Kentucky Education Professional Standards Board to apply both sets of standards to Kentucky schools and principals. The raters compared the descriptions between ISLLC's 96 skill indicators and SISI's 88 indicators for common school improvement tasks and activities. Second, 10 principals provided three sets of data for the analysis of the degree to which their observed activities fit the ISLLC and SISI indicators for instructional leadership.

The principals included two sets of participants: (a) an intact set of five principals from a typical rural Kentucky school district including three elementary principals and one middle and one high school principals and (b) five principals representing high performing schools as identified by the Kentucky Department of Education. Researchers selected principals from the high performing schools to match school levels, enrollment size, and staff size of the district principals. Among the 10 selected principals, sex divided evenly between females and males. Table 1 shows the distribution of participants.

Table 1. Participants in the Study

	District Principals		PEN Principals		Total
	Female	Male	Female	Male	
Elementary (grades P through 5 th)	2	1	2	1	6
Secondary (grades 6 th through 12 th)		2	1	1	4
Total	2	3	3	2	10

Three data sets used in the larger study to ascertain these selected principals' instructional leadership activities included (a) principals' appointment books, notes or calendars, (b) principals' self reports of activities, intent, and others' participation at given intervals over five selected instructional days, and (c) scripted observations of principals' activities at selected intervals over five selected instructional days. Although further analyses compared the time distributions of the 10 principals based on gender, level of school, and location of principals' work (intact district or high-performing school), this paper reports on the two steps focused on establishing content validity of the *ISLLC Standards for School Leaders* in the context of a related set of standards and the selected principals' use of time.

Methods

The methods utilized in this study represent a form of content validity known as job analysis (Dierdorff & Wilson, 2003; Ding & Hershberger, 2002; McKenzie, Wood, Kotecki, Clark, & Brey, 1999; Morrison, Payne, & Wall, 2003; Prien, Prien & Wooten, 2000; Rubio, Berg-Weger, Tebb, Lee, & Rauch, 2003). In one phase of the study, two people served as raters in the sense that they analyzed the content of specific performance indicators from each set of standards. The two raters matched the content of ISLLC indicators with SISI indicators. The sort yielded a 90% agreement rate between the two raters. Table 2 shows the

extent of agreement between the two researchers' content analyses of the two standards' indicators in relation to one another.

Table 2. Inter-rater Reliability for Content Analysis of ISLLC by SISI

Content Analysis Sets	Percent Agreement
ISLLC Standard I (15 indicators) by SISI Standards 1 to 9 (88 indicators)	95%
ISLLC Standard II (20) / SISI 1 - 9 (88)	98%
ISLLC Standard III (23) / SISI 1 - 9 (88)	98%
ISLLC Standard IV (16) / SISI 1 - 9 (88)	97%
ISLLC Standard V (16) / SISI 1 - 9 (88)	96%
ISLLC Standard VI (6) / SISI 1 - 9 (88)	100%
Average	97%

Many researchers report 80% to 85% as an acceptable level of agreement among raters, given considerable training and sets of decision rules about ratings (Adler & Adler, 1994; Miles & Huberman, 1994; Nunnally, 1978). This study's high level of agreement suggests a degree of confidence concerning both the raters' training by the Kentucky Department of Education, even though that training occurred at different times under differing conditions in different locations of the state. In addition, the high rate of agreement attaches some confidence to the following study conclusions about the alignment of ISLLC and SISI standards and indicators. This work is an essential, though not sufficient, step in establishing content validity for either set of standards (Nunnally, 1978).

The second phase of the study involved principals' self-reports and observations of their daily activities. Research staff trained observers to script principals' activities in set intervals on selected days. Records were transcribed and then sorted twice, once according to

ISLLC and again according to SISI. In addition, self-report and observation data were aggregated across demographic variables including (a) length of day, (b) frequency of activities, (c) duration of activities, (d) repetition of activities, and (e) control over activities. While this paper summarizes these results on principals' time use, the purpose of the paper is to illustrate fully the ways in which principals' tasks and activities fit into ISLLC's performance indicators or into SISI's indicators.

Findings: ISLLC and SISI Content Analysis

ISLLC lists six standards divided into three areas: (a) knowledge, (b) dispositions, and (c) performance or skills. Each of these areas yield exemplars listed as indicators among the six ISLLC standards and each standard's three divisions. For the purposes of this study, indicators related to performance were selected for mapping across SISI based on the rationale that the study's focus concerned what principals do with their time, a performance.

CCSSO's (1996) document listing ISLLC's standards and performance indicators yields a simple count of 97 performance indicators. Closer inspection reveals that the 9th and 10th indicators listed for *Standard I- Vision* represent a duplication apparently not caught in the proofreading or publication process; so the count of unique ISLLC indicators is 96.

CCSSO cautions that the performance indicators serve as examples of practice in a "parsimonious model," which is not intended to provide an exhaustive list of acceptable practices for school leaders (CCSSO, 1996, p.8). Despite this caution, the application of ISLLC in Kentucky includes documentation of ISLLC performance indicators across the six standards. Given Kentucky practices, the researchers mapped ISLLC performance indicators across the SISI standards and indicators. (See Appendixes A, B, and C).

The mapping process yielded 65% of ISLLC indicators similar in content to SISI indicators. In some cases, multiple SISI indicators applied to a single, complexly worded ISLLC indicator. Table 3 represents the distribution of ISLLC indicators across SISI.

Table 3. Association of ISLLC Indicators by SISI Standards

	ISLLC I Vision	ISLLC II Instructional Leadership	ISLLC III Organizational Management	ISLLC IV Collaboration	ISLLC V Law & Ethics	ISLLC VI Socio-cultural Leadership
SISI 1 Curriculum	1	4	0	0	0	0
SISI 2 Assessment	0	7	0	0	0	0
SISI 3 Instruction	0	3	3	0	0	0
SISI 4 Culture	3	4	4	3	5	0
SISI 5 Community Support	2	1	2	1	1	0
SISI 6 Professional Development	2	5	9	0	1	1
SISI 7 Leadership	6	1	6	1	0	3
SISI 8 Organization & Resources	3	5	10	1	0	0
SISI 9 Planning	12	0	3	0	0	0

Note: The total indicators across all cells will not sum to the total between ISLLC (96) and SISI (88) or 184 because of multiple matches and due to the absence of matches or associations as described in the narrative below.

Perhaps the good news is that ISLLC indicators primarily mapped on to the portions of SISI purported to represent the systemic leadership practices necessary in schools, that is the three SISI *Efficiency* standards, *SISI Standard 7 – Leadership, Standard 8 – Organizational Management, and Standard 9 – Planning* (KDE, 2003a & b). The language for 12 of the indicators in *ISLLC Standard I – Vision* share language with the planning

indicators of SISI *Standard 9*. The content of 10 ISLLC indicators for *Standard III – Organizational Leadership* align with the language of indicators for *SISI Standard 8 – Organizational Management*. These areas of alignment between the two sets of standards may seem self-evident, but that the researchers were able to make such connections establishes one initial step in content validity for ISLLC as well as SISI.

The next highest number of indicators, whose content mapped well from ISLLC to SISI, seems unexpected in terms of face validity. Nine of the ISLLC indicators from *Standard III – Organizational Leadership* mapped onto SISI *Standard 6 – Professional Development* that is described as a *Learning Environment* standard (KDE, 2003c). ISLLC's *Standard II – Instructional Leadership* contains the most indicators that describe leadership activities to establish learning environments, but only five ISLLC *Standard II* indicators aligned with SISI *Standard 6* language. Further examination of the activities described in SISI *Standard 6* revealed vocabulary referring to a Kentucky statute concerning the supervisory processes of teacher evaluation and other examples of a management orientation to controlling instruction and ensuring improvement in instructional practices. For reasons noted below, and in addition to SISI *Standard 6*'s connection to ISLLC *Standard III*'s description of management activities, indicate that SISI *Standard 6* may be misplaced in its designation as a *Learning Environment* standard.

Another area where face validity was not confirmed occurred with ISLLC's *Standard II – Instructional Leadership*. Although the language and vocabulary of seven indicators from ISLLC *Standard II* aligned with SISI *Standard 2 – Assessment, an Academic Standard*, more of the indicators for ISLLC *Standard 2* mapped on to SISI *Learning Environment* and *Efficiency* standards. Investigation of the vocabulary among the indicators of ISLLC

Standard II exposed language that dealt with curriculum decisions that are based on literature and research. Even though SISI *Standard I – Curriculum*, describes the use of data in curriculum decisions, none of the indicators describes any knowledge base for a school’s curriculum. ISLLC’s *Standard II* vocabulary also presumes more participation from the community in curriculum decisions than does SISI’s *Standard I*. Missing from ISLLC *Standard II*’s indicators are any specific exemplars of instructionally based leadership. In other words, ISLLC does not describe how school leaders support, monitor, implement, or evaluate teachers’ instructional practices. For example, none of the ISLLC indicators mentions school leaders’ activities in discussing student work with teachers, students, or parents, reviewing lesson plans, or observing classroom activities. The vocabulary in ISLLC is directed mostly at curriculum, planning, collaboration, and problem solving.

While SISI also describes curriculum and planning, ISLLC’s indicators describing collaboration and problem solving did not map onto SISI indicators. The majority of ISLLC indicators that did not map to SISI content occurred in four ISLLC-defined areas of principals’ work: (a) *Standard III – Organizational Leadership*, (b) *Standard IV – Collaboration*, (c) *Standard V – Legal and Ethical Leadership*, and (d) *Standard VI – Proactive Leadership*. Table 4 displays the distribution of ISLLC indicators whose language did not match the descriptions among SISI indicators.

Table 4. Non-Association of ISLLC Indicators with SISI

	ISLLC I Vision	ISLLC II Instructional Leadership	ISLLC III Organizational Management	ISLLC IV Collaboration	ISLLC V Law & Ethics	ISLLC VI Proactive Leadership
<i>unmatched</i> Indicators	I.C	II. C, II.D, II.N, II.O	III.E, III.K, III.O, III.P, III.S, III.W	IV.A, IV.B, IV.D, IV.E, IV.F, IV.H, IV.I, IV.J, IV.L, IV.M	V.B, V.D, V.F, V.G, V.H, V.I, V.K, V.L, V.O, V.P	VI.B, VI.C, VI.F
<i>unmatched</i> Totals	1	4	6	10	10	3
Standard Total Indicators	15	20	23	16	16	6
% <i>not</i> <i>matched</i>	7%	20%	26%	63%	63%	50%

ISLLC's performance indicators fail to describe principals' attention to instructionally based assessment within classrooms, but ISLLC provided stronger direction on collaborative leadership than did SISI. While ISLLC may omit examples of instructional leadership pertaining specifically to instructional practices, Table 4 provides an illustration of ISLLC's strengths in describing collaborative leadership practices. Several themes in ISLLC's vocabulary that is different from SISI appear among these non-associated indicators.

Across ISLLC *Standard III – Organization Leadership*, the six ISLLC indicators that did not map on any SISI indicators use vocabulary describing principals' activities related to mediating the turbulence surrounding schooling's purposes from various segments of the community. The indicators in *Standard III* primarily describe routine expectations that

principals seek and resolve problems and also do so with an awareness of appropriate and inclusive group processes.

ISLLC Standard IV- Collaboration with Communities and Families included 10 performance indicators that did not share common language with any SISI indicators. Content analysis of ISLLC Standard IV indicators discloses examples of the interactive relationship between schools and their communities. Furthermore, the three indicators from *ISLLC Standard VI – Proactive Leadership* also demonstrate similar vocabulary concerning acknowledgement of the interrelationships between schools and their communities. In addition, these 13 ISLLC indicators reveal a concern with establishing a means of maintaining interactions with the community through the media and relevant public and non-public organizations and agencies. SISI's vocabulary does not move much further than the immediate stakeholders in a school, the students, and their parents. In contrast, ISLLC's language, overtly and implicitly, acknowledges the public's right of access to, and influence on, their schools.

Another 10 indicators in ISLLC's *Standard V – Legal and Ethical Leadership* demonstrate a thematic strength of ISLLC. SISI has only one indicator that refers specifically to the raft of statutes, legal policies, and ethical concerns that determine the parameters in which schools must function. For many school leaders, the proliferation of laws and court decisions, not to mention contacts and policies, surrounding public education are the *sine qua non* of their practice. Further analysis of ISLLC's statements in *Standard V* reveals language that goes beyond mere compliance with the legal parameters of schooling to ethical considerations regarding the diversity of the school community and the implications of leadership for underrepresented and marginalized groups and individuals. That SISI fails to

acknowledge the extent of community involvement possible in schools as well as ignores the degree of conflict possible in school improvement practices may be directly related to SISI's lack of indicators related to laws and ethics in school practices.

In summary, 65% of the performance indicators found among ISLLC's six standards for school leadership matched SISI vocabulary among its indicators for nine standards relating to school improvement. In terms of establishing content validity for both sets of standards, the fact that most of ISLLC's indicators map onto SISI's indicators designed to reflect leadership issues suggests a degree of validity. ISLLC's common language with SISI covers organizational management, curriculum alignment, and planning activities. However, gaps appeared in the content analysis of ISLLC's indicators with SISI's. ISLLC's descriptions of collaboration with communities and the legal and ethical practices of schooling are more extensive than SISI's. On the other hand, ISLLC's examples are weak in describing what principals do in support of improving instructional practices and/or classroom and building testing.

Analysis of how SISI's indicators reflect ISLLC's language can be seen in Table 3 above. Eighty-three percent of SISI's indicators aligned in content with ISLLC's indicators. Table 5 displays the SISI indicators that cannot be found among the examples in ISLLC.

Table5. Non-Association of SISI Indicators with ISLLC

	SISI 1 Academic Environment - Curriculum	SISI 2 Academic Environment - Assessment	SISI 3 Academic Environment – Instruction	SISI 4 Learning Environment - Culture	SISI 5 Learning Environment -Community Support	SISI 6 Learning Environment - Professional Development	SISI 7 Efficiency - Leadership	SISI 8 Efficiency - Organization & Resources	SISI 9 Efficiency - Planning
<i>unmatched</i> Indicators	1.1b, 1.1c, 1.1e	2.1b, 2.1c, 2.1g	3.1a, 3.1b, 3.1h	4.1g	5.1d	6.2e	-	8.2a	9.4b, 9.5d
<i>unmatched</i> Totals	3	3	3	1	1	1	0	1	2
Standard Total Indicators	7	8	8	11	5	12	11	10	16
% <i>not</i> <i>matched</i>	43%	38%	38%	9%	20%	8%	0%	10%	13%

From SISI *Standard 1 – Curriculum*, three indicators could not be connected in terminology to any ISLLC indicators. Content analysis of these three indicators revealed descriptions of conversations among professionals in a school or district regarding curriculum alignment. Principals set up such conversations or make arrangements at the district’s request, but ISLLC does not attend to this level of process for instructional conversations.

Among indicators from SISI *Standard 2 – Assessment*, three did not reflect examples from ISLLC. Consideration of the vocabulary in these three indicators showed disparity in the language among them. SISI indicator 2.1b refers to teacher collaboration in designing assessment, and as previously mentioned, ISLLC’s examples were focused on curriculum. SISI indicator 2.1c speaks to students’ awareness of what they are learning. Current practices in Kentucky schools recommend that principals check for students’ understanding; yet, ISLLC’s indicators have no mention of principals’ direct interactions with students for any reason. SISI indicator 2.1g is specific to Kentucky’s Commonwealth Accountability and

Testing System (CATS) and so its lack of relation to ISLLC is not surprising. Despite these gaps, there was an alignment between SISI *Standard 2* and ISLLC *Standard II* as several indicators did relate to the use of test scores and multiple measures of student and staff performance.

Three indicators from SISI *Standard 3 – Instruction* did not map with any ISLLC indicators. All three, 3.1a, 3.1b and 3.1h, speak to specific instructional strategies such as differentiating instruction and aligning homework with instruction. Other than a general recommendation in ISLLC *Standard III – Organizational Management* that administrators monitor all processes, these very specific tasks in monitoring instruction are not found in any ISLLC indicators.

The SISI *Standard 4 – School Culture* indicator (4.1g) that did not align with ISLLC represents another monitoring process related to the core of teaching and learning, the communication of student progress to parents. But the dominant associations with ISLLC's standards *II* and *III* suggest that SISI *Standard 4* may not reflect the processes to which principals must attend in addressing school culture. In fact, while ISLLC recommends regular assessment of climate and culture in ISLLC *Standard II*, such attention to monitoring school environments is not mentioned in SISI *Standard 4*.

The sole SISI *Standard 5 – Student, Family, and Community Support* indicator (5.1d) unaligned with ISLLC also reveals some misplaced face validity. This indicator mentions out-of-classroom instructional activities, which is probably more appropriately a part of SISI *Standard 3* than this standard.

In a seemingly telling finding from this content analysis, the SISI indicator from *Standard 6 – Professional Growth, Development, and Evaluation*, that doesn't align with

ISLLC, is 6.2e, which requires instructional leadership. Throughout this content analysis, ISLLC's failure to express clear expectations for leadership associated with instructional improvement has been documented. But the content analysis of *SISI Standard 6* also reveals that this standard may not be a *Learning Environment* standard as described in literature on professional or learning communities. If the development of a professional learning community with a concomitant influence on the learning environment was intended with this standard, the alignment of most of these indicators with ISLLC management indicators (*Standard III*), calls that intent into question. Instead this is the only place where Kentucky statutes are mentioned throughout SISI, even though SISI is a creature of legislation (703 Kentucky Administrative Regulation 5:120; Kentucky Revised Statutes [KRS] § 158.6455).

All of *SISI Standard 7 – Leadership* aligned with ISLLC indicators. Most of these aligned with ISLLC standards *I* and *III*, which suggests that the SISI language for *Standard 7* reflects both vision and management strategies. This combination of descriptions across indicators suggests an inherent interaction and integration of instructional leadership and management tasks.

The only indicator from *SISI Standard 8 – Organizational Structure and Resources* that didn't align with ISLLC was the indicator (8.2a) about equitable use of resources. This lack of alignment has to do with wording that is so vague across both sets of standards that one can infer some reference in ISLLC *Standard V – Legal and Ethical Leadership* that might relate to SISI indicator 8.2a, but resources are not mentioned in ISLLC *Standard V* making such an inference a large stretch.

For *SISI Standard 9 – Comprehensive and Effective Planning*, two indicators (9.4b and 9.5d) did not map to ISLLC. Among all of the SISI indicators, the language in *Standard*

9 is more task-specific and the steps of the planning process are very detailed. For those indicators in *Standard 9* that did map to ISLLC, the majority corresponded with indicators in ISLLC *Standard I – Vision*.

In summary, 83% of SISI indicators appear to align with indicators in ISLLC. SISI advantages seem to be clearer reference to the tasks of improving instruction. ISLLC's language concerning the core of schooling, teaching and learning, is distant from the processes in which principals must engage if they hope to influence better classroom instruction and higher student performance. ISLLC alludes to interactions with teachers and community stakeholders on curricular issues but does not mention any specific skills in monitoring or improving instructional practices. ISLLC also fails to spell out any principal-student interactions or any aspect of school from learning to environment to discipline. This vagueness is particularly odd given the creators of ISLLC's claims that ISLLC increases school leaders' attention to the core of teaching and learning (CCSSO, 1996; Murphy & Shipman, 1999). This phase of our study provides but one example that confirms others' findings that the ISLLC vocabulary is illusory (Anderson, 2001; English, 2000).

While all of the SISI indicators for *Standard 7 – Leadership* aligned with ISLLC, the alignment exposed a nearly even split between the portions of ISLLC that represent instructional leadership and those that purport to support management tasks. In other words, SISI aligns with ISLLC in management areas and expands on instructional leadership. The cross-analysis of both illustrates the intricately connected tasks of management and leadership. To an extent, the content analysis of both sets of standards depicts descriptions of principals' work that display the conjoined nature of management and leadership tasks. The

intricate connections of management and leadership also were revealed in the observation data.

Findings: Mapping Principals' Time over ISLLC

Work in the late 1960s and 1970s exposed the fragmentation and intensity of activity that principals experience each day (Peterson, 1978; Wolcott, 1967). The results of this study reinforce those findings. Today's increased accountability policies and focus on instructional leadership has not changed the nature of principals' daily activities. The differences between this study's principals in the typical rural district and those matched from high performing schools were not great, and are reported elsewhere. Table 6 illustrates overall depiction of principals' use of time.

Table 6. Composite of Time Characteristics across Principal Participants

Time Aspect	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Daily Hours	9.4	9.0	9.1	9.4	9.0	9.2
Frequency of Activities	40.7	38.3	38.7	31.9	36.0	37.1
Length of Sustained Activities	69	70	77	70	87	74.5
Repetition Rate	3.4	3.1	3.3	2.7	3.1	3.1
Control over Activities	63%	66%	66%	68%	70%	66.6%

Across the 10 principals, the workday lasted about nine and one-quarter hours. They engaged in about forty activities in a day. On average, their longest sustained activity lasted about an hour and fifteen minutes. They rarely repeated any task more than three times in a given day. About two-thirds of the time they reported that they controlled the tasks in which they engaged.

The content of the ten principals' activities, analyzed across ISLLC and SISI showed the degree to which each set of standards describe principals' daily activities. Ninety-four percent of these ten principals' activities mapped onto ISLLC's 96 skill indicators. Nearly 90% of principals' activities mapped onto SISI's 88 indicators.

Task Content

Observers scripted the actions and intent of activities for each study participant every 15 minutes in the course of the day. These scripts were transcribed and then coded in a data reduction process typical of qualitative research (Glesne & Peshkin, 1992; Strauss & Corbin, 1990). Given practical considerations for immediate application of this study to the professional development and evaluation of principals, the next phase of the data coding process analyzed the relation between task content and two sets of standards relevant to Kentucky principals' work: (a) ISLLC and (b) SISI. In Kentucky, ISLLC provides the basis for preservice and inservice principal training, development, and licensure. Kentucky developed SISI as a component in its Commonwealth Accountability and Testing System (CATS). Kentucky's principals play an important role in addressing CATS and thus also SISI. As a result, the task content analysis required three sets of coding per observation that escalated the data records analyzed in this report to 4620.

As described herein, the alignment of ISLLC and SISI indicators was explored in this study. While the content analysis of the language and expectations expressed across both sets of standards and indicators indicate a high level of agreement, the indicators did not necessarily conform to language distinguishing between instructional leadership and management. Additionally, the analysis shows gaps between the two sets of standards in that

ISLLC's performance indicators were richer in describing the kinds of collaborative activities that leaders should perform both internally and externally to the entire school community. On the other hand, ISLLC's performance indicators were not specific as to the practices in which school leaders must engage to increase instructional effectiveness.

A corresponding array of advantages and disadvantages was found with SISI indicators. Most of SISI's indicators describe activities associated with improving instruction, clearly an important strength over ISLLC. The three SISI standards designated as *Learning Environment* standards (4 - *School Culture*, 5 – *Student Family & Community Support*, 6- *Professional Growth, Development and Evaluation*) mapped to ISLLC's standards concerning instructional leadership and management, but did not map to ISLLC indicators among the community standards (ISLLC *Standard IV – Collaboration*, *V – Legal & Ethical Leadership*, and *VI –Proactive Leadership*). Of special concern given the literature surrounding the concepts of professional growth and professional community, nearly all of SISI *Standard 6's* language seemed to align with ISLLC's indicators concerning the supervision of instruction. At least implicitly, the activities in SISI *Standard 6* seem to require more managerial behavior regarding evaluation than instructional leadership concerning the development of the profession. Thus, ISLLC seems to provide a general construction of performances for both instructional leadership and management, with strength in building community, problem solving, and addressing emerging trends and issues.

SISI appears to delineate specific steps in instructional leadership that lead to the improvement of teaching and learning, but does not address how leaders confront and solve problems and also fails to provide clear language about meeting needs of community stakeholders or leading through collaboration the way that ISLLC outlines such skills.

Given the particular strengths and weaknesses of each set of standards, the lack of a valid combined set of indicators across ISLLC and SISI, and the exploratory nature of this study, the data were submitted to coding within each set of standards. In other words, data were coded twice, once for ISLLC and once for SISI. Because this was an exploratory study, the data are presented in two figures as prototypes for displaying principals' use of time. A prototype is an emergent model for explaining complex concepts. This model is an exploratory effort at placing the work of Kentucky principals into grounded versions of both ISLLC and SISI. The following sections include display of a prototype of principals' use of time as coded by ISLLC and then by SISI.

Activities – Relation to ISLLC. Given the average number and variety of activities that principals face in the course of a day, much less over the course of a week, the fact that principals' activities could be categorized according to ISLLC for 94% of the observations provides a form of validation for the ISLLC standards and indicators. Figure 1 displays the distribution of principals' activities averaged over a week according to ISLLC standards and indicators.

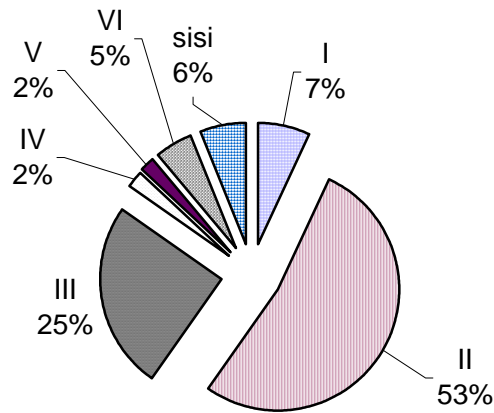


Figure 1, Prototype Distribution of ISLLC Activities

Seventy-eight percent of the activities coded in ISLLC *Standard II – Instructional Leadership* and *Standard III- Organizational Management*. Most of such tasks included observations of teachers, students, and classrooms. Some of these activities also included walking through the building to talk to teachers, students, parents, and other staff members. In ISLLC, the supervision of instruction is found under *Standard II – Instructional Leadership* while staffing classrooms with substitutes and other support positions is found in *Standard III*. The spread of activities through both Standard II and Standard III provides another example of how management and leadership tasks may be bound in interwoven and complex ways. *Standard I – Vision* coded for 7% of the activities and included such events as a groundbreaking ceremony for a new playground that also represented *Standard IV – Collaboration with Families and Communities*. Standards IV, V, and VI (*Collaboration, Legal & Ethical Leadership, and Proactive Leadership*) represent about 9% of average time among the prototype tasks. And the smallest portion (6%) of activities included in the prototypical principals' activities is tasks that could not be coded within ISLLC's indicators.

Some of the activities included asking students about their understanding of the lesson, listening to students' read or make presentations, all of which are instructional leadership behaviors described by SISI, but not by ISLLC. In the exploratory prototype, 94% of the principals' time could be accounted according to the ISLLC indicators across all six ISLLC standards.

Activities – Relation to SISI. SISI was developed for the purposes of assessing the processes in an entire school or school district. Thus, the indicators apply to participation from all members of the school's community, not just the principal. Perhaps that intention at least partially explains how 89% of the prototype principal activities were accounted for by SISI. Figure 2 depicts the distribution of principals' average of activities across a week as coded through SISI.

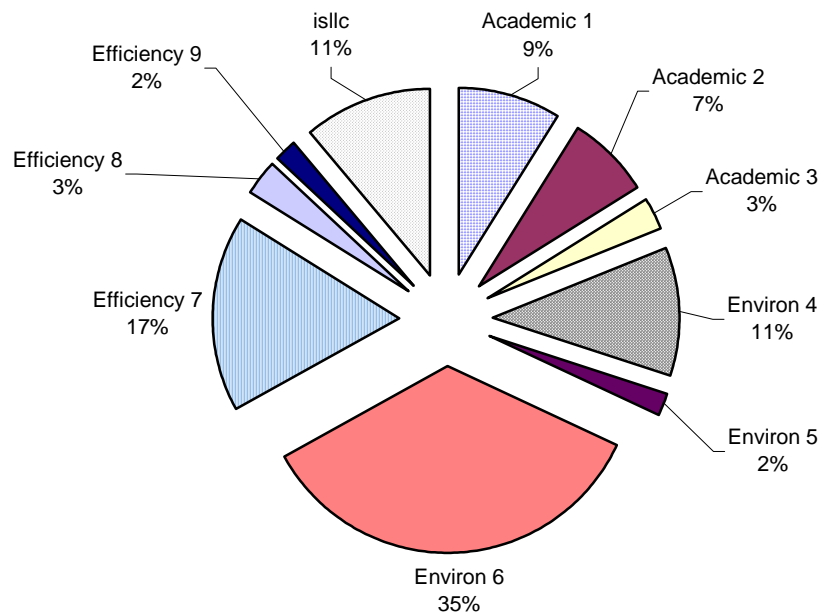


Figure 2, Prototype Distribution of SISI Activities

The bulk of activities (35%) were directed at the observation of instruction, and in SISI that coded to *Standard 6 – Professional Growth, Development, and Evaluation*. Because more of the principals' time focused on classroom observation, the span of activities revealed that Standard 6 might be more about evaluation than about professional growth. This prototype also shows that about 17% of the principals' time addressed SISI *Standard 7 – Leadership*, but only 3% of the prototype's time fit in SISI *Standard 8 – Organization & Resources*. While the total time spent on SISI Standards 6 and 7 (52%) nearly corresponds to the ISLLC total for *Standard II – Instructional Leadership* (53%), these are different distributions for SISI's definitions of leadership and management than found in ISLLC. However, SISI shows 19% average total for time spent on the *Academic Standards (1- Curriculum, 2 – Assessment, and 3 – Instruction)*. The 9% in *Curriculum* corresponds to the 9% spent in ISLLC *Standard I – Vision*, as the prototype principals' time was applied to discussions about literacy, curriculum alignment, and planning for observations of teaching with other instructional support personnel.

In summary, SISI accounted for 89% of the average time spent on principals' tasks in a week for this prototype, exploratory model. Most of the time the principals applied to observations of instruction, and in the SISI indicators, that coded to *Standard 6 – Professional Growth, Development, and Evaluation*, as primarily indicators concerning evaluation rather than professional growth or development of the learning environment. When combined with the time applicable to SISI *Efficiency Standard 7 – Leadership*, principals' prototype distributed their time in instructional leadership, but not management activities as defined by SISI *Standard 8 – Organization & Resources*. To an extent, the SISI

prototype distribution provides a validation of ISLLC in illustrating the conjoined nature of management and leadership activities for principals.

This paper presented a detailed delineation of the principals' activities that both could and could not be fit to ISLLC's indicators and those that could and could not be fit to SISI's. Some of the activities not depicted in ISLLC indicators are such instructionally focused incidents as asking students about their understanding of the lesson, listening to students read or make presentations, all of which are instructional leadership behaviors described by SISI. In contrast, the activities on which SISI indicators are silent include significant interactions with community representatives, including parents, and surprising omissions concerning school law, including special education, discipline, confidentiality, and constitutional rights such as due process.

Conclusions

The study reported here has expanded validity tests of ISLLC beyond perceptual surveys and focus groups to observational cases of principals' time use as well as a content analysis of a related set of one state's school improvement standards. This study also adds to a growing body of research concerning the applicability and relevance of ISLLC as a set of national standards for school leadership to the requirements for leadership practice in particular states: Indiana (Coutts, 1997), Idaho (Keeler, 2002), Missouri (McCown, Arnold, Miles & Hargadine, 2000). ISLLC provides a useful way of describing how principals' use their time, but in this study, ISLLC showed a weakness in not providing adequate guidance for the specific leadership practices necessary for improving instruction. Despite claims that ISLLC provides a framework for instructional leadership (CCSSO, 1996; Hessel &

Holloway, 2002; Holloway, 2002; Murphy & Shipman, 1999; Murphy, Yff & Shipman, 2000), this study revealed otherwise. ISLLC provides some direction for curriculum planning, but not very much in the way of specificity for the work of instructional improvement including little about classroom assessment or interactions with pupils over their learning and schoolwork. On the other hand, in contrast with SISI, ISLLC provides school leaders more specific expectations about solving problems and addressing issues of building community and collaboration. These intriguing findings provide only seminal work in addressing ISLLC's validity for principals' work. More validation of the application of ISLLC to instructional leadership activities is necessary. Such work should turn toward direct observations of principals engaged in their work rather than a continuation of the rather voluminous body of perceptual surveys and focus groups.

Appendix A: Content Analysis of ISLLC Indicators with SISI
ISLLC to SISI Missing ISLLC Indicators

TOTAL ISLLC Indicators: 96

of ISLLC Indicators not associated with SISI: 34

% of ISLLC Indicators not associated with SISI: 35%

Table of Non-Association of ISLLC Indicators

	ISLLC I	ISLLC II	ISLLC III	ISLLC IV	ISLLC V	ISLLC VI
<i>Missing Indicators</i>	I.C	II. C, II.D, II.N, II.O	III.E, III.K, III.O, III.P, III.S, III.W	IV.A, IV.B, IV.D, IV.E, IV.F, IV.H, IV.I, IV.J, IV.L, IV.M	V.B, V.D, V.F, V.G, V.H, V.I, V.K, V.L, V.O, V.P	VI.B, VI.C, VI.F
<i>Missing Totals</i>	1	4	6	10	10	3
<i>Standard Total Indicators</i>	15	20	23	16	16	6
<i>% Missing</i>	7%	20%	26%	63%	63%	50%

Table of Association of ISLLC Indicators by SISI Standards (65% associate with SISI)

	ISLLC I	ISLLC II	ISLLC III	ISLLC IV	ISLLC V	ISLLC VI
SISI 1	1	4	0	0	0	0
SISI 2	0	7	0	0	0	0
SISI 3	0	3	3	0	0	0
SISI 4	3	4	4	3	5	0
SISI 5	2	1	2	1	1	0
SISI 6	2	5	9	0	1	1
SISI 7	6	1	6	1	0	3
SISI 8	3	5	10	1	0	0
SISI 9	12	0	3	0	0	0

The SISI indicators appear to be more associated with ISLLC *Standard I – Vision and ISLLC Standard II - Instructional Leadership*. More associations were found between ISLLC indicators and the language of SISI indicators in SISI *Standard 9 – Planning*. All of SISI indicators found in *Standard 7 – Efficiency-Leadership* were associated with ISLLC indicators in every ISLLC standard except ISLLC *Standard V- Legal and Ethical Leadership*. This analysis revealed that in addition, ISLLC indicators are more intentional and specific about the necessary, yet conflict ridden, interactions between schools and their communities than the language in SISI indicators. In contrast, the SISI indicators included

more specific language pertaining to instructional leadership support for teaching and students performance than does ISLLC's indicators which seem to describe very little about the steps school leadership should take in monitoring teachers' and students' work in classrooms. Finally, the associations of indicator language in SISI *Learning Environment Standard 6 – Professional Development* and *ISLLC Standard III - Organizational Management*, suggests that portion of SISI refers to practices associated with the management of teachers as human resources rather than the creation of learning communities based on expansion of teachers' knowledge base in the use of the literature and research on instructional practices and learning.

ISLLC Standard 1 Vision

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Total indicators: 15

of Indicators not associated with SISI: 1

I. C
the core beliefs of the school vision are modeled for all stakeholders

% of Indicators not associated with SISI: 7%

Associations with SISI:

	ISLLC I
SISI 1	1
SISI 2	0
SISI 3	0
SISI 4	3
SISI 5	2
SISI 6	2
SISI 7	6
SISI 8	3
SISI 9	12

Note: ISLLC indicators do not have language that corresponds to SISI language about Assessment (SISI 2) or Instruction (SISI 3). Most of the ISLLC language about indicators corresponds to SISI indicators about planning. The ISLLC indicator that does not correspond with SISI uses language about modeling behavior, which also shows up in ISLLC language in other standards, but not in SISI.

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
I.A the vision and mission of the school are effectively communicated to staff, parents, students, and community members		7.1a
I. B the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities		4.1j

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
I. C the core beliefs of the school vision are modeled for all stakeholders	✓	
I. D the vision is developed with and among stakeholders		5.1a, 7.1a
I. E the contributions of school community members to the realization of the vision are recognized and celebrated		4.1j
I. E the contributions of school community members to the realization of the vision are recognized and celebrated		4.1i, 7.1g
I. G the school community is involved in school improvement efforts		1.1d, 8.1e
I. H/I the vision shapes the educational programs, plans, and actions		6.1d(m), 9.5a, 9.6a
I. J an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated		6.1d(m), 9.5a, 9.6a
I. K assessment data related to student learning are used to develop the school vision and goals		7.1d, 9.2b, 9.3c(m), 9.4a(m)
I. L relevant demographic data pertaining to students and their families are used in developing the school mission and goals		5.1e, 9.3b
I. M barriers to achieving the vision are identified, clarified, and addressed		7.1g

ISLLC Content Validity

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
I. N needed resources are sought and obtained to support the implementation of the school mission and goals		7.1e(m), 7.1f
I. O existing resources are used in support of the school vision and goals		8.1f
I. P the vision, mission, and implementation plans are regularly monitored, evaluated, and revised		9.5c, 9.6b, 9.6c(m), 9.6d

ISLLC Standard II – Instructional Leadership

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Total indicators: 20

of Indicators not associated with SISI: 4

- II. C
students and staff feel valued and important
- II. D
the responsibilities and contributions of each individual are acknowledged
- II. N
curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- II. O
the school culture and climate are assessed on a regular basis

Note: These indicators include language that recognizes individual achievement and expertise. ISLLC’s language in *II. N* also sets an expectation that leadership in instruction should be based on relevant literature and research. SISI language does not mention a knowledge base of either literature or research. SISI mentions the use of data sources from within the school , but does not recommend the measurement of climate, culture or student, community or teacher satisfaction.

% of Indicators not associated with SISI: 20%

Associations with SISI:

	ISLLC II
SISI 1	4
SISI 2	7
SISI 3	3
SISI 4	4
SISI 5	1
SISI 6	5
SISI 7	1
SISI 8	5
SISI 9	0

Note: None of the ISLLC indicators describes specific leadership practices for supporting instruction. Most of the association with SISI Academic Standards concerns assessment as data for curriculum design. None of the language associated with ISLLC presumes leaders interactions with students about instruction, just with teachers or other adults.

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
II. A all individuals are treated with fairness, dignity, and respect		4.1k

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
II. B professional development promotes a focus on student learning consistent with the school vision and goals		6.1b & c
II. C students and staff feel valued and important	✓	
II. D the responsibilities and contributions of each individual are acknowledged	✓	
II. E barriers to student learning are identified, clarified, and addressed		3.1c, 5.1c
II. F diversity is considered in developing learning experiences		1.1g
II. G life long learning is encouraged and modeled		6.1a, 7.1c
II. H there is a culture of high expectations for self, student, and staff performance		4.1b & c
II. I technologies are used in teaching and learning		3.1e
II. J student and staff accomplishments are recognized and celebrated		4.1j
II. K multiple opportunities to learn are available to all students		1.1g
II. L the school is organized and aligned for success		1.1a, 2.1f(m), 8.1a, 8.1b(m)
II. M curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined		1.1f

ISLLC Content Validity

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
II. N curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies	✓	
II. O the school culture and climate are assessed on a regular basis	✓	
II. P a variety of sources of information is used to make decisions		3.1g, 9.2a
II. Q student learning is assessed using a variety of techniques		2.1a & 2.1d
II. R multiple sources of information regarding performance are used by staff and students		2.1d, 2.1e, 2.1h(m)
II. S a variety of supervisory and evaluation models is employed		6.2a(m), 6.2f(m)
II. T pupil personnel programs are developed to meet the needs of students and their families		8.1b, 8.1c, 8.1f

ISLLC Standard III – Organizational Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Total indicators: 23

of Indicators not associated with SISI: 6

- III. E
collective bargaining and other contractual agreements related to the school are effectively managed
- III. K
the school acts entrepreneurially to support continuous improvement
- III. O
effective problem-framing and problem-solving skills are used
- III. P
effective conflict resolution skills are used
- III. S
there is effective use of technology to manage school operations
- III. W
confidentiality and privacy of school records are maintained

Note: The language of these non-associated ISLLC indicators include recognition of the conflicted environment in which schools operate, a recognition not mentioned in any of SISI's language. In addition, SISI indicators acknowledge use of technology for teaching and learning, but not in any of its *Efficiency Standards (7, 8, & 9)* for monitoring operations, data or planning. The fact that two ISLLC indicators associated with contract and confidentiality, legal concerns, do not show associations with any SISI indicators reinforces an omission in SISI, that of legal and ethic duties and constraints in schools.

% of Indicators not associated with SISI: 26%

Associations with SISI:

	ISLLC III
SISI 1	0
SISI 2	0
SISI 3	3
SISI 4	4
SISI 5	2
SISI 6	9
SISI 7	6
SISI 8	10
SISI 9	3

Note: The high association between these ISLLC indicators and SISI *Efficiency Standard 8* represents a validation of the associated indicators for both sets of standards. The large number of associated SISI indicators for *Learning Environment Standard 6* suggests that the indicators may be more sharply focused on human resources management issues than on an environment of teacher community building or teacher learning.

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SIS!</u>	<u>List corresponding SIS! standard & indicator</u>
III. A knowledge of learning, teaching, and student development is used to inform management decisions		3.1c(m), 6.1f
III. B operational procedures are designed and managed to maximize opportunities for successful learning		5.1c, 8.1a
III. C emerging trends are recognized, studied, and applied as appropriate		6.1e(m), 9.3a(m)
III. D operational plans and procedures to achieve the vision and goals of the school are in place		9.5b
III. E collective bargaining and other contractual agreements related to the school are effectively managed	✓	
III. F the school plant, equipment, and support systems operate safely, efficiently, and effectively		7.1h
III. G time is managed to maximize attainment of organizational goals		7.1f, 8.1d
III. H potential problems and opportunities are identified		7.1g
III. I problems are confronted and resolved in a timely manner		7.1g
III. J financial, human, and material resources are aligned to the goals of schools		3.1f(m), 5.1c(m), 6.1a(m), 6.1c (m), 6.2b(m), 6.2c(m), 8.1c, 8.2b(m), 8.2c(m), 8.2d(m)
III. K the school acts entrepreneurally to support continuous improvement	✓	

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
III. L organizational systems are regularly monitored and modified as needed		7.1g
III. M stakeholders are involved in decisions affecting schools		4.1d
III. N responsibility is shared to maximize ownership and accountability		7.1b
III. O effective problem-framing and problem-solving skills are used	✓	
III. P effective conflict resolution skills are used	✓	
III. Q effective group-process and consensus-building skills are used		9.1a(m)
III. R effective communication skills are used		4.1i
III. S there is effective use of technology to manage school operations	✓	
III. T fiscal resources of the school are managed responsibly, efficiently, and effectively		8.2b, 8.2c, 8.2d
III. U a safe, clean, and aesthetically pleasing school environment is created and maintained		4.1a
III. V human resource functions support the attainment of school goals		3.1d & 3.1f(m), 4.1f, 6.1a, 6.1b(m) & 6.1c(m), 6.2c(m) & f(m), 8.1c
III. W confidentiality and privacy of school records are maintained	✓	

ISLLC Standard IV – Collaboration with Communities and Families

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Total indicators: 16

of Indicators not associated with SISI: 10

- IV. A
high visibility, active involvement, and communication with the larger community is a priority
- IV. B
with school programs relationships with community leaders are identified and nurtured
- IV. D
there is outreach to different business, religious, political, and service agencies and organizations
- IV. E
credence is given to individuals and groups whose values and opinions may conflict
- IV. F
the school and community serve one another as resources
- IV. H
partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- IV. I
community youth family services are integrated with school programs
- IV. J
community stakeholders are treated equitably
- IV. L
effective media relations are developed and maintained
- IV. M
a comprehensive program of community relations is established

Note: SISI’s language is disconnected from the realities of school and community interactions. Most of the ISLLC indicators not associated with SISI reveal a proactive stance in engaging the community as resource, partner, and support for learning. ISLLC language is more intentional than SISI's regarding how to approach stakeholders and the general public.

% of Indicators not associated with SISI: 63%

Associations with SISI:

	ISLLC IV
SISI 1	0
SISI 2	0
SISI 3	0
SISI 4	3
SISI 5	1
SISI 6	0
SISI 7	1
SISI 8	1
SISI 9	0

Note: The lack of association between this ISLLC standard and SISI’s Learning Environment Standards 4, 5, and 6 begs for further investigation. SISI’s indicators appear to be much

weaker statements about expectations for the relationship between schools and their communities.

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
IV. A high visibility, active involvement, and communication with the larger community is a priority	✓	
IV. B with school programs relationships with community leaders are identified and nurtured	✓	
IV. C information about family and community concerns, expectations, and needs is used regularly		4.1k
IV. D there is outreach to different business, religious, political, and service agencies and organizations	✓	
IV. E credence is given to individuals and groups whose values and opinions may conflict	✓	
IV. F the school and community serve one another as resources	✓	
IV. G available community resources are secured to help the school solve problems and achieve goals		5.1a
IV. H partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	✓	
IV. I community youth family services are integrated with school programs	✓	
IV. J community stakeholders are treated equitably	✓	

ISLLC Content Validity

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
IV. K diversity is recognized and valued		4.1k
IV. L effective media relations are developed and maintained	✓	
IV. M a comprehensive program of community relations is established	✓	
IV. N public resources and funds are used appropriately and wisely		8.1a
IV. O community collaboration is modeled for staff		7.1b
IV. P opportunities for staff to develop collaborative skills are provided		4.1d

ISLLC Standard V - Legal and Ethical Leadership

A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

Total indicators: 16

of Indicators not associated with SISI: 10

- V. B
demonstrates a personal and professional code of ethics
- V. D
serves as a role model
- V. F
considers the impact of one's administrative practices on others
- V. G
uses the influence of the office to enhance the educational program rather than for personal gain
- V. H
treats people fairly, equitably, and with dignity and respect
- V. I
protects the rights and confidentiality of students and staff
- V. K
recognizes and respects the legitimate authority of others
- V. L
examines and considers the prevailing values of the diverse school community
- V. O
fulfills legal and contractual obligations
- V. P
applies laws and procedures fairly, wisely, and considerately

Note: The lack of association with SISI's indicator language is amazing given that SISI serves a legal purpose in addressing Kentucky's assessment and accountability policy. Nevertheless, SISI does not mention Kentucky statutes except in 6.2d ("evaluation process meets or exceeds statutes").

% of Indicators not associated with SISI: 63%

Associations with SISI:

	ISLLC V
SISI 1	0
SISI 2	0
SISI 3	0
SISI 4	5
SISI 5	1
SISI 6	1
SISI 7	0
SISI 8	0
SISI 9	0

Note: Though limited, these associations suggest that legal and ethical considerations pertain to the creation of positive learning environments described in SISI.

ISLLC Content Validity

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
V. A examines personal and professional values		4.1e
V. B demonstrates a personal and professional code of ethics	✓	
V. C demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance		4. 1h
V. D serves as a role model	✓	
V. E accepts responsibility for school operations		4.1b, 4.1e
V. F considers the impact of one's administrative practices on others	✓	
V. G uses the influence of the office to enhance the educational program rather than for personal gain	✓	
V. H treats people fairly, equitably, and with dignity and respect	✓	
V. I protects the rights and confidentiality of students and staff	✓	
V. J demonstrates appreciation for and sensitivity to the diversity in the school community		4.1k
V. K recognizes and respects the legitimate authority of others	✓	
V. L examines and considers the prevailing values of the diverse school community	✓	

ISLLC Content Validity

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
V. M expects that others in the school community will demonstrate integrity and exercise ethical behavior		6.2d(m)
V. N opens the school to public scrutiny		<u>5.1a(m)</u>
V. O fulfills legal and contractual obligations	✓	
V. P applies laws and procedures fairly, wisely, and considerately	✓	

ISLLC Standard VI – Proactive Leadership & Political Context

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Total indicators: 6

of Indicators not associated with SISI: 3

VI. B

communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate

VI. C

there is ongoing dialogue with representatives of diverse community groups

VI F

lines of communication are developed with decision makers outside the school community

Note: These unassociated ISLLC indicators again carry themes concerning the interaction between schools and communities not found in SISI.

% of Indicators not associated with SISI: 50%

Associations with SISI:

	ISLLC VI
SISI 1	0
SISI 2	0
SISI 3	0
SISI 4	0
SISI 5	0
SISI 6	1
SISI 7	3
SISI 8	0
SISI 9	0

Note: the limited association between these ISLLC indicators and SISI suggest connections to Leadership in the learning environment and reiterate the possibility that as written, SISI Standard 6-Professional Development may be more associated with SISI's *Efficiency Standards 7, 8, & 9* than with the other *Learning Environment Standards 4 & 5*.

ISLLC Content Validity

<u>ISLLC Standard & Indicator –</u>	<u>✓ if not present in crosswalk with SISI</u>	<u>List corresponding SISI standard & indicator</u>
VI. A the environment in which schools operate is influenced on behalf of students and their families		6.2a(m), 7.1k
VI. B communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	✓	
VI. C there is ongoing dialogue with representatives of diverse community groups	✓	
VI. D the school community works within the framework of policies, laws, and regulations		6.2d(m), 7.1i
VI. E • public policy is shaped to provide quality education for students		7.1j(m)
VI. F lines of communication are developed with decision makers outside the school community	✓	

Appendix B, Content Analysis of SISI Indicators with ISLLC
SISI to ISLLC Missing SISI Indicators

Total SISI Indicators: 88

of indicators not associated with ISLLC: 15

% of indicators not associated with ISLLC 17%

Table of Non-Association of SISI Indicators by ISLLC

	SISI 1	SISI 2	SISI 3	SISI 4	SISI 5	SISI 6	SISI 7	SISI 8	SISI 9
<i>Missing Indicators</i>	1.1b, 1.1c, 1.1e	2.1b, 2.1c, 2.1g	3.1a, 3.1b, 3.1h	4.1g	5.1d	6.2e	-	8.2a	9.4b, 9.5d
<i>Missing Totals</i>	3	3	3	1	1	1	0	1	2
<i>Standard Total Indicators</i>	7	8	8	11	5	12	11	10	16
<i>% Missing</i>	43%	38%	38%	91%	20%	8%	100%	10%	13%

Table of Associations of SISI standards by ISLLC Standards

	SISI 1	SISI 2	SISI 3	SISI 4	SISI 5	SISI 6	SISI 7	SISI 8	SISI 9
ISLLC I	1	0	0	3	2	2	6	4	11
ISLLC II	4	6	3	4	3	5	1	4	1
ISLLC III	0	0	4	4	2	9	6	9	3
ISLLC IV	0	0	0	2	1	0	1	1	0
ISLLC V	0	0	0	3	1	1	0	0	0
ISLLC VI	0	0	0	0	0	1	3	0	0

The SISI indicators appear to be more associated with ISLLC *Standard I – Vision and ISLLC Standard II - Instructional Leadership*. More associations were found between ISLLC indicators and the language of SISI indicators in *SISI Standard 9 – Planning*. All of SISI indicators found in *Standard 7 – Efficiency-Leadership* were associated with ISLLC indicators in every ISLLC standard except *ISLLC Standard V- Legal and Ethical Leadership*. This analysis revealed that in addition, ISLLC indicators are more intentional and specific about the necessary, yet conflicted, interactions between schools and their communities than the language in SISI indicators. In contrast, the SISI indicators included more specific language pertaining to instructional leadership support for teaching and students performance than does ISLLC’s indicators which seem to describe very little about the steps school leadership should take in monitoring teachers’ and students’ work in classrooms. Finally, the associations of indicator language in *SISI Learning Environment Standard 6 – Professional Development* and *ISLLC Standard III - Organizational Management*, suggests that portion of SISI refers to practices associated with the management of teachers as human resources rather than the creation of learning communities

based on expansion of teachers' knowledge base in the use of the literature and research on instructional practices and learning.

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
<p style="text-align: center;">SISI Academic Standard 1 – Curriculum The school develops and implements a curriculum that is rigorous, intentional, and aligned state and local standards</p> <p>Total indicators: 7 # not aligned with ISLLC: 3 % not aligned with ISLLC: 43% Note: The unaligned indicators involve discussion with the larger school community, rather than strict attention to the work of curriculum alignment with instructional activities.</p>		
1.1a - Aligned with academic expectations, core content, program of studies		II.L See also SISI 2.1f(m), 8.1a, 8.1b(m)
1.1b - Discussions among schools regarding curriculum standards	✓	
1.1c - Discussions among schools to eliminate overlaps, close gaps	✓	
1.1d - Vertical communication with focus on key transition points		I. G
1.1e - Links to continuing education, life and career options	✓	
1.1f - Process to monitor, evaluate and review curriculum		II. M
1.1g - Common academic core for all students		II. F, II. K,
<p style="text-align: center;"><u>SISI Academic Performance Standard 2 – Classroom Evaluation / Assessment</u></p> <p>The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</p> <p>Total SISI Indicators: 8 # of indicators not aligned with ISLLC: 3 % of indicators not aligned with ISLLC: 38% Note: the unaligned indicators focus on specific strategies that school leaders should use in monitoring teachers' and students' attention to classroom, school and state assessments, but ISLLC does not have such specific language about assessment. Instead, ISLLC treats assessment as data for monitoring progress, but does not include leaders' involvement in assuring that such data have been accurately created.</p>		
2.1a - Classroom assessments are frequent, rigorous,		II. Q See also SISI 2.1d

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
aligned		
2.1b - Teachers collaborate in design of assessment	✓	
2.1c - Students can articulate the expectations, know requirements	✓	
2.1d - Test scores used to identify gaps		II. Q & II. R See also SISI 2.1a, 2.1e, 2.1h(m)
2.1e - Multiple assessments provide feedback on learning		II. R See also SISI 2.1d, 2.1h(m)
2.1f - Performance standards communicated and observable		II.L See also SISI 1.1a, 8.1a, 8.1b(m)
2.1g - CATS coordination - building and district	✓	
2.1h - Student work analyzed		II. R See also SISI 2.1d, 2.1e,
<u>Academic Performance Standard 3 – Instruction</u>		
<p>The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.</p> <p>Total SISI indicators: 8 # of indicators not aligned with ISLLC: 3 % of indicators not aligned with ISLLC: 38% Note: the unaligned indicators reflect the vagueness of ISLLC language pertaining to leaders' strategies and actions concerning instruction. The SISI indicators are more specific.</p>		
3.1a - Varied instructional strategies used in all classrooms	✓	
3.1b - Instructional strategies/activities aligned with goals	✓	
3.1c - Strategies monitored/aligned to address learning styles		III. A and II. E See also 5.1c, 6.1f
3.1d - Teachers demonstrate content knowledge		III. V See also 3.1f(m), 4.1f, 6.1a(m), b(m) &c(m), 6.2c(m) & f(m), 8.1c
3.1e - Teachers incorporate technology in classrooms		II. I

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
3.1f - Sufficient resources available		III. J and III. V See also 3.1d, 4.1 f, 5.1c(m), 6.1a(m), 6.1b, 6.1c(m), 6.2b(m), 6.2c(m), 6.2f(m), 8.1c, 8.2b(m), 8.2c(m), 8.2d(m)
3.1g - Teacher collaboration to review student work		II. P See also 9.2a
3.1h - Homework is frequent, monitored and tied to instructional practice	✓	
<u>Learning Environment Standard 4 – School Culture</u>		
The school functions as an effective learning community and supports a climate conducive to performance excellence		
Total SISI indicators: 11 # of indicators not aligned with ISLLC: 1 % of indicators not aligned with ISLLC: 9% Note: This particular indicator pertains to teacher-parent interactions, which ISLLC does not specifically mention.		
4.1a - Leadership support for safe, orderly environment		III. U
4.1b - Leadership beliefs and practices for high achievement		II. H, V. E See also 4.1c, 4.1e
4.1c - Teacher beliefs and practices for high achievement		II. H See also 4.1b
4.1d - Teachers and non-teaching staff involved in decision-making		III. M, IV. P
4.1e - Teachers accept their role in student success/failure		V. A, V. E See also 4.1b
4.1f - Effective assignment and use of staff strengths		III. V See also 3.1d & f(m), 6.1a(m), b(m) & c(m), 6.2c(m) & f(m), 8.1c
4.1g - Teachers communicate student progress with parents	✓	
4.1h - Teachers care about kids and inspire their best efforts		V. C

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
4.1i - Multiple communication strategies used to disseminate information		I. F, III. R
4.1j - Student achievement valued and publicly celebrated		I. B, I. E, II. J
4.1k - Equity and diversity valued and supported		II. A, IV. C, IV. K, V. J
<p align="center">Learning Environment Standard 5 – Student, Family, and Community Support</p> <p align="center">The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.</p> <p>Total SISI indicators: 5 # of indicators not aligned with ISLLC: 1 % of indicators not aligned with ISLLC: 20% Note: This indicator refers to an instructional support, which seems oddly placed in this SISI Standards.</p>		
5.1a - Families and communities active partners		IV. G
5.1b - All students have access to all curriculum		II. F, II. K See also 1.1g
5.1c - School provides organizational structure		II. E and III. J See also 31.c, 3.1f(m), 6.1a(m), 6.1c (m), 6.2b(m), 6.2c(m), 8.1c, 8.2b(m), 8.2c(m), 8.2d(m)
5.1d - Student instructional assistance outside of classroom	✓	
5.1e - Accurate student record keeping system		I. L See also 9.3b
<p align="center">Learning Environment Standard 6 – Professional Growth, Development, and Evaluation</p> <p align="center">The school provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning</p> <p>Total SISI indicators: 12 # of indicators not aligned with ISLLC: 1 % of indicators not aligned with ISLLC: 8% Note: Either all of ISLLC aligns with this indicator, or ISLLC is oddly silent about school leaders' acquiring the necessary knowledge of instruction support to aid teachers' and students' performance.</p>		
6.1a - Long term professional growth plans		II. G, III. J, and III. V See also 3.1d & f(m), 4.1f, 6.1b(m) &c(m), 6.2c(m) & f(m), 7.1c 8.1c

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
6.1b - Building capacity with on-going PD		II. B and III. V See also 3.1d & f(m), 4.1f, 5.1c(m), 6.1a(m), 6.1c (m), 6.1f(m), 6.2b(m), 6.2c(m), 8.1c, 8.2b(m), 8.2c(m), 8.2d(m),
6.1c - Staff development aligned with student performance goals		II. B, III. J, and III. V See also 3.1d & f(m), 4.1f, 5.1c(m), 6.1a, 6.1b(m), 6.2c(m) & f(m), 8.1c, 8.2b(m), 8.2c(m), 8.2d(m)
6.1d - School improvement goals connected to student learning goals		I. H/I and I. J See also 9.2a, 9.5a, 9.6a
6.1e - PD on-going and job-embedded		III. C See also 9.3a(m)
6.1f - PD aligned to analysis of test data		III. A See also 6.1f
6.2a - School has clearly defined evaluation process		II. S See also 6.2f(m)
6.2b - Leadership provides sufficient PD resources		III. J See also 3.1f(m), 5.1c(m), 6.1a(m), 6.1c (m), 6.2b(m), 6.2c(m), 8.1c, 8.2b(m), 8.2c(m), 8.2d(m)
6.2c - Evaluations and growth plans effectively used		III. J 3.1f(m), 5.1c(m), 6.1a(m), 6.1c (m), 6.2b(m), 6.2c(m), 8.1c, 8.2b(m), 8.2c(m), 8.2d(m)
6.2d - Evaluation process meets or exceeds statutes		V. M, VI. A, VI. D See also 7.1i
6.2e - Instructional leadership needs addressed	✓	
6.2f - Leadership provides evaluation follow-up and support		II. S See also 6.2a(m)

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
<p align="center">Efficiency Standard 7 – Leadership</p> <p>School / district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.</p> <p>Total indicators: 11 # of indicators not aligned with ISLLC: 0 % of indicators not aligned with ISLLC: 0 Note that most of these indicators align with ISLLC Standards I, and III.</p>		
7.1a - Leadership developed a shared vision		I. A, I. D
7.1b - Leadership decisions are collaborative and data-driven		III. N, IV. O
7.1c - Leadership personal PD plan focused on effective skills		II. G See also 6.1a
7.1d - Leadership disaggregates data		I. K See also 9.2b, 9.3c(m), 9.4a(m)
7.1e - Leadership provides access to curriculum and data		I. N
7.1f - Leadership maximizes time effectiveness		III. G
7.1g - Leadership provides resources, monitors progress, removes barriers to learning		I. F, I. M, III. H, III. I, III. L
7.1h - Leadership ensures safe and effective learning		III. F
7.1i - Leadership ensures necessary SBDM policies		VI. D 6.2d(m)
7.1j - SBDM has intentional focus on student academic performance		VI. E
7.1k - Leader has skills in academic performance, learning environment, efficiency		VI. A

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
<p style="text-align: center;">Efficiency Standard 8 – Organizational Structure and Resources</p> <p style="text-align: center;">There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.</p> <p>Total SISI indicators: 10 # of indicators not aligned with ISLLC: 1 % of indicators not aligned with ISLLC: 10% Note: The unaligned indicator may relate to ISLLC's attention to ethics, but ISLLC does not use language concerning equity.</p>		
8.1a - Maximize organization and resources for achievement		II.L, III. B, IV> N See also SISI 1.1a, 2.1F(m), 5.1c, 8.1b(m)
8.1b - Master schedule provides all students access		II. L, II. T See also SISI 1.1a, 2.1f(m), 8.1a
8.1c - Staffing based on student needs		II. T, III. J, See also 3.1f(m), 5.1c(m), 6.1a(m), 6.1c (m), 6.2b(m), 6.2c(m), 8.2b(m), 8.2c(m), 8.2d(m)
8.1d - Staff's efficient use of time to maximize learning		III. G
8.1e - Team vertical and horizontal planning focused on improvement plan		I. G See also SISI 1.1d
8.1f - Schedule aligned with student learning needs		I. n, I. O, II. T
8.2a - Resources used, equitably	✓	
8.2b - Discretionary funds allocated on data based needs		III. J, III. T See also 3.1f(m), 5.1c(m), 6.1a(m), 6.1c (m), 6.2b(m), 6.2c(m), 8.1c, 8.2c(m), 8.2d(m)
8.2c - Funds aligned with CSIP goals		III. J, III. T See also 3.1f(m), 5.1c(m), 6.1a(m), 6.1c (m), 6.2b(m), 6.2c(m), 8.1c, 8.2b(m), 8.2d(m)
8.2d - State/Federal funds allocated with CSIP goals and data needs		III. J, III. T See also 3.1f(m), 5.1c(m), 6.1a(m), 6.1c (m), 6.2b(m), 6.2c(m), 8.1c, 8.2b(m), 8.2c(m)

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
<p>Efficiency Standard 9 - Comprehensive and Effective Planning The school / district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. Total SISI indicators: 16 # of indicators not aligned with ISLLC: 2 % of indicators not aligned with ISLLC: 13% Note: most of these indicators align with ISLLC Standard I: visions. The two unaligned SISI indicators seem focused on the documentation of planning as opposed to the collaborative process of sharing information with the school community and the interactions with the larger community expressed by ISLLC's language.</p>		
9.1a - Collaborative process		III. Q
9.2a - Planning process involves collecting, managing, and analyzing, data		I. H/J and II. P See also 3.1g 6.1d(m), 9.5a, 9.6a
9.2b - Uses data for school improvement planning		I. K See also 7.1d, 9.3c(m), 9.4a(m)
9.3a - Plans reflect research/expectations for learning and are reviewed by team		III. C See also 6.1e(m), 9.3a(m)
9.3b - Staff analyzes student learning needs		I. L See also 5.1e
9.3c - Desired learning results are defined		I. K See also 7.1d, 9.2b, 9.4a(m)
9.4a - Data used to determine strengths and limitations		I. K See also 7.1d, 9.2b, 9.3c(m)
9.4b - School goals are defined	✓	
9.5a - School Improvement action steps aligned with goals and objectives		I. H/J See also 3.1g, 6.1d(m), 9.2a, 9.6a
9.5b - Plan identifies resources, timelines & person responsible		III. D
9.5c - Process to effectively evaluate plan		I. P See also 9.6b, 9.6c(m), 9.6d
9.5d - Plan aligned with mission, beliefs, school profile, desired results	✓	

ISLLC Content Validity

<u>SISI Standard & Indicator</u>	<u>✓ if not present in crosswalk with ISLLC or coding</u>	<u>List corresponding ISLLC standard & indicator</u>
9.6a - Plan implemented as developed		I. H/J See also 3.1g, 6.1d(m), 9.2a 9.5a, 9.6a
9.6b - Evaluate degree of student learning set by plan		I. P See also 9.5c, 9.6c(m), 9.6d
9.6c - Evaluate student performance according to plan		I. P See also 9.5c, 9.6b, 9.6d
9.6d - Evidence to sustain the commitment to continuous improvement		I. P See also 9.5c, 9.6b, 9.6c(m)

Appendix C, SISI/ISLLC Matrix

SISI ¹	1 Academic Standard - Curriculum	2 Academic Standard - Assessment	3 Academic Standard - Instruction	4 Learning Environment Standard - Culture	5 Learning Environment Standard - Collaboration	6 Learning Environment Standard - Professional Development	7 Efficiency Standard - Leadership	8 Efficiency Standard - Organization	9 Efficiency Standard - Planning
ISLLC ²									
I. vision	I. G/1.1c			I. B/4.1j I.E/4.1j (m) ³ 1. F/4.1i	I.L/5.1e	I.J/6.1d (m)	I.A/7.1a I. F/ 7.1g I.I/7.1b I.K/7.1d (m) I. M/7.1g I.N/7.1e (m)		I.J/9.2a I.K/9.2b I.L/9.3b I.K/9.3c (m) I.K/9.4a (m) I.i/9.4b (m) I.i/9.5d I.J/9.5a I.J/9.6a (m) I.P/9.5c I.P/9.6b I.P/9.6c (m) I.P/9.6d

Note: ISLLC Standard 1- Vision corresponds to many indicators for SISI Standard 9-Planning. One suggested ISLLC indicator (I. C) for Standard 1 – Vision does not correspond to any SISI indicators

¹ SISI Standards and Indicators are listed across the top row and are marked with numbers for the standards and lower-case letters for the indicators.

² ISLLC Standards are listed on the left column and are marked with Roman numerals for the standards and capital letters for the performance descriptors

³ (m) – indicates that a connection between the ISLLC and SISI has been implied by the reviewer.

SISI ⁴	1 Academic Standard - Curriculum	2 Academic Standard - Assessment	3 Academic Standard - Instruction	4 Learning Environment Standard - Culture	5 Learning Environment Standard - Collaboration	6 Learning Environment Standard - Professional Development	7 Efficiency Standard - Leadership	8 Efficiency Standard - Organization	9 Efficiency Standard - Planning
ISLLC ⁵									
II. instructional program	II. F/1.1g II.L/1.1a II.M/1.1f II.K/1.1g	II.Q/2.1a II.Q/2.1d II.R/2.1d II.R/2.1e II.L/2.1f (m) II.R/2.1h (m)	II.E/3.1c II.I/3.1e II.P/3.1g	II. A/4.1k II.H/4.1b II.H/4.1c II.J/4.1j	II.K/5.1b (m) II.E/5.1c	II.G/6.1a II.B/6.1b II.B/6.1c II.S/6.2a (m) II.S/6.2f (m)	II.G/7.1c	II.L/8.1a II.T/8.1b (m) II.L/8.1b (m) II.T/8.1c II.T/8.1e (m) II.T/8.1f	II.P/9.2a (m)

Note: ISLLC Standard II – Instructional Program corresponds to a number of SISI indicators among the three Academic Standards, Standard 1-Curriculum, Standard 2- Assessment, and Standard 3-Instruction. In addition, ISLLC Standard II – Instructional Program corresponds to many indicators in one of the SISI Learning Environment Standards, Standard 6 – Professional Development. Despite these multiple connections between ISLLC and SISI, presumably, this ISLLC standard focused on instructional leadership ought to correspond with many indicators in the SISI Academic standards. Instead, ISLLC Standard II – Instructional Program has four indicators (II. C, II. D, II. N, & II. O) that do not correspond to any of the SISI indicators. The content of these four ISLLC indicators indicate recognition of individual achievement and contributions, as well as specific assessment of climate and culture. In addition, each of the three SISI Academic Standards (Standard 1-Curriculum, Standard 2- Assessment, and Standard 3-Instruction) has three indicators, respectively that do not correspond to this or any of the ISLLC Standards or suggested indicators. For SISI Standard 1-Curriculum the three non-comparable indicators are 1.1b, 1.1c, and 1.1e; their content indicating discussions about curriculum and linking to the entire educational system, P-16. For SISI Standard 2- Assessment, the non-comparable indicators are 2.1b, 2.1c, and 2.1g, whose content specifically focuses on teachers and students practices related to testing expectations. With SISI Standard 3-Instruction, the three non-comparable indicators (3.1a, 3.1b, and 3.1h) reveal a weakness in ISLLC indicators, as the SISI indicators more specifically mention the monitoring of instructional practices. ISLLC language is distantly concerned with learning, curriculum and school vision rather than specific descriptions of leadership supports for instruction.

⁴ SISI Standards and Indicators are listed across the top row and are marked with numbers for the standards and lower-case letters for the indicators.

⁵ ISLLC Standards are listed on the left column and are marked with Roman numerals for the standards and capital letters for the performance descriptors

SISI ⁶	1 Academic Standard - Curriculum	2 Academic Standard - Assessment	3 Academic Standard - Instruction	4 Learning Environment Standard - Culture	5 Learning Environment Standard - Collaboration	6 Learning Environment Standard - Professional Development	7 Efficiency Standard - Leadership	8 Efficiency Standard - Organization	9 Efficiency Standard - Planning
ISLLC ⁷									
III. Organizational Management			III.A/3.1c (m) III.J/3.1f (m) III.V/3.1.d III.V/3.1f (m)	III.U/4.1a III.M/4.1d (m) III.J/4.1f III.V/4.1f III.R/4.1i	III.B/5.1c III.J/5.1c (m) III.V/5.1c (m)	III.J/6.1a (m) III.V/6.1a (m) III.J/6.1b (m) III.V/6.1b (m) III.J/6.1c (m) III.V/6.1c (m) III.C/6.1e (m) III.A/6.1f III.J/6.2b (m) III.V/6.2c (m) III.J/6.2c (m) III.L/6.2e (m) III.V/6.2f (m)	III.F/7.1h III.G/7.1f III.H/7.1g III.I/7.1g III.J/7.1g (m) III.L/7.1g (m) III.N/7.1b III.U/7.1h	III.B/8.1a III.V/8.1c III.J/8.1c III.G/8.1d III.A/8.2a (m) III.J/8.2b (m) III.T/8.2b (m) III.J/8.2c (m) III.T/8.2c (m) III.J/8.2d (m) III.T/8.2d (m)	III.Q/9.1a (m) III.C/9.3a (m) III.D/9.5b

Note: Despite some realization of an expectation that ISLLC *Standard III – Organizational Management* indicators might heavily correspond with SISI *Efficiency Standard 8 – Organization* indicators, more correspondence was found with SISI *Learning Environment Standard 6 – Professional Development*. Content analysis reveals that both sets of indicators (ISLLC III and SISI 6) treat teachers as a human resource issue. For ISLLC *Standard III*, six indicators (III.

⁶ SISI Standards and Indicators are listed across the top row and are marked with numbers for the standards and lower-case letters for the indicators.

⁷ ISLLC Standards are listed on the left column and are marked with Roman numerals for the standards and capital letters for the performance descriptors

E, III. K, III. O, III. P, III. S, III. W) did not correspond with any SISI. Content analysis suggests that these indicators speak to problem solving and conflict resolution skills that are not revealed in SISI's indicators.

SISI ⁸	1 Academic Standard - Curriculum	2 Academic Standard - Assessment	3 Academic Standard - Instruction	4 Learning Environment Standard - Culture	5 Learning Environment Standard - Collaboration	6 Learning Environment Standard - Professional Development	7 Efficiency Standard - Leadership	8 Efficiency Standard - Organization	9 Efficiency Standard - Planning
ISLLC ⁹									
IV. Collaboration families/ community				IV.C/4.1k (m) IV.K/4.1k (m) IV. P/4.1d	IV.F/5.1a IV.G/5.1a (m)		IV. O/7.1b	IV. N/8.1a	
V. ethical leadership				V.A/4.1e (m) V.E/4.1b, 4.1e (m) V.C/4.1h (m) V. J/4.1k		V. M/6.2d(m) V. N/5.1a (m)			
VI. larger political context						VI.D/6.2d (m)	VI.D/7.1i VI.E/7.1j (m) VI.A/7.1k (m)		

Note: Although some of the ISLLC and SISI indicators signaled agreement about indications of learning environment, most of the correspondence was quite limited. Sixty-three percent (10/16) ISLLC indicators for *Standard IV – Collaboration/Families/Community* were not comparable to any SISI. The very limited correspondence between ISLLC and SISI language concerning school community and environment demands further analysis. A content analysis suggests that ISLLC’s suggested indicators concerning leadership and community or school culture and climate displays much more collaboration and sharing of resources than does SISI’s language. The language of the indicators in SISI about collaboration does not recognize the community as a resource for schools. In addition, SISI’s language seems to presume harmony rather than competition over goals and scarce resources. Furthermore, only one of SISI’s indicators mention

⁸ SISI Standards and Indicators are listed across the top row and are marked with numbers for the standards and lower-case letters for the indicators.

⁹ ISLLC Standards are listed on the left column and are marked with Roman numerals for the standards and capital letters for the performance descriptors

anything about the legal responsibilities and requirements for schooling (6.2d) while all of ISLLC *Standard V- Law and Ethics* focuses on the ethics and duties of school leaders.

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