

The Pearson Educational Leadership Series

PRACTICING THE ART OF LEADERSHIP

A Problem-Based Approach to Implementing
the Professional Standards for Educational Leaders

FIFTH EDITION



Reginald Leon Green

**PRACTICING THE ART
OF LEADERSHIP**

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A PROBLEM-BASED APPROACH TO IMPLEMENTING
THE PROFESSIONAL STANDARDS FOR
EDUCATIONAL LEADERS

Reginald Leon Green
University of Memphis



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To my son, Reginald Leon Green II, in acknowledgment of his success in becoming an excellent leader in the field of business, and to the late Dr. Larry McNeal, who served as Chair of the Department of Leadership at the University of Memphis from 2003 until 2015



ABOUT THE AUTHOR

Reginald Leon Green is Professor of Educational Leadership and Interim Chair of the Department of Leadership at the University of Memphis. He received a doctoral degree in Educational Administration and Supervision from the University of Missouri–Columbia, a Master’s of Education in Educational Administration and Supervision from Memphis State University, and a Bachelor of Science in Sociology from Tennessee State University. Dr. Green has served at the teacher, principal, deputy superintendent, and superintendent levels of K–12 education and has been in higher education for 20 years. In 1977, Dr. Green was one of five educators chosen nationally to participate in the Rockefeller Foundation’s Superintendency Preparation Program, and in 1996, he was selected as an associate to the Institute for Educational Renewal under the leadership of Dr. John Goodlad.

Most recently, Dr. Green published *The Principalship: A Reflective Practice Perspective*, 7th ed., with Thomas Sergiovanni. He has also authored *The Four Dimensions of Principal Leadership: A Foundation for Leading 21st Century Schools* and a book on inner-city education, as well as various articles concerning such topics as: educational restructuring, primary grade restructuring, gang violence, and other contemporary educational issues. He has completed national inquiries into nurturing characteristics that exist in schools and standards and assessment measures being established as a part of school renewal. This work led to the development of the Center for Urban School Leadership at the University of Memphis, where Dr. Green administered programs for 5 years to prepare principals for roles in urban school leadership using a nontraditional approach. Dr. Green continues to teach courses and conduct research in the areas of educational leadership, focusing on instructional leadership, educational renewal, underperforming schools, and participatory governance and change.

PREFACE



THE NEW EDITION

The processes used by school leaders and the skills needed to implement these processes are continuously changing. In the course of revising this text, the author attempted to address those changes. Some of the revisions come as a result of comments and suggestions from reviewers and users of the fourth edition, and others were necessitated by the author's commitment to advance a text that fosters a problem-based approach to preparing leaders for today's schools.

THE NEW FORMAT

- ***New Professional Standards for Educational Leaders:*** The new Professional Standards for Educational Leaders adopted in 2015 replace the ISLLC standards adopted in 2008. The new standards are listed in Chapter 1, and are referenced throughout the text.
- ***New Learning Outcomes:*** Learning Outcomes have been added to each chapter. These outcomes allow you to identify the key points in each chapter and set expectations for reading each chapter.
- ***Expanded End-of-Chapter Activities:*** “Moving into Practice” has been expanded providing additional information to allow you to self-assess your understanding and mastery of learnings from each chapter.
- ***Practice Leadership Assessment Activities:*** New practice activities for the School Leaders Licensure Assessment are presented in the appendix. These activities are in the form of scenarios providing you additional opportunities to practice for the SLLA.
- ***Ancillary Support Materials:*** New ancillary support materials, including scenarios, activities, PowerPoint presentations, and practice questions for each chapter, are now available from Pearson Education.
- ***Chapter Rewrites:*** The contents of Chapters 2 and 3 have been rewritten to include current research in the area of educational leadership. Chapter 2 now includes a description of what today's principals need to know and be able to do. Also, new concepts and materials have been added to Chapter 3.
- ***New Chapter Content:*** New theoretical concepts have been added to each chapter. They are designed to assist you in strengthening the foundation upon which you build leadership behaviors, style, and disposition. New figures and tables have been added to enhance your understanding of the content.
- ***New Material Aligned with the New Standards:*** New material that is aligned with the 2015 Professional Standards for Educational Leaders has been included in this edition: a new section on leader dispositions (Chapter 4); the importance of relationships and establishing a Professional Learning Community in schools (Chapter 4); and using data to inform instructional leadership (Chapter 8).
- ***Videos:*** Live videos are embedded in each chapter of the Pearson enhanced eText. The inclusion of videos will allow you to view examples of concepts, program models, and instructional strategies described in practical school situations.
- ***The Companion Text:*** The companion text, *The Four Dimensions of Principal Leadership: A Framework for Leading 21st Century Schools*, has been aligned with the contents of this text in a manner that describes the practical aspects of school leadership. It moves leadership

theory and research to a new level of integration. The focus is on what school leaders need to know and understand in order to be effective in improving student learning. In addition, it outlines processes and procedures that school leaders use daily, taking into account the dynamic interaction that occurs between them and the individuals they lead. The content of the text outlines in four dimensions the need for leaders of 21st-century schools to have an understanding of the following: Dimension One, *Understanding Self and Others*; Dimension Two, *Understanding the Complexity of Organizational Life*; Dimension Three, *Building Bridges Through Relationships*, and Dimension Four, *Engaging in Leadership Best Practices*.

The author hopes that prospective school leaders and practitioners who read this text and work through the scenarios will find them to be beneficial.

NEW LEADERS FOR TODAY'S SCHOOLS

The challenges in today's schools are increasing in frequency, complexity, and intensity, influencing a demand for a new level of excellence from school leaders. These demands have become so critical that there is a resurgence of leadership preparation programs. Many universities are renewing their leadership preparation programs to incorporate a practice-oriented approach based on standards and accountability measures. This type of renewal is being advocated by a number of national organizations and most state educational agencies. The organization that has laid the groundwork for this resurgence is the National Policy Board for Educational Administration (NPBEA). The programs crafted by this organization define and offer a "new leadership paradigm" that incorporates what the members believe is required behavior for today's school leaders.

Through a series of 10 standards, the National Policy Board for Educational Administration presents the Professional Standards for Educational Leaders, a common core of elements that link leadership behavior to productive schools and enhanced educational outcomes. The standards represent an effort to refine the skills of school leaders and to align leadership behavior with effective educational outcomes (NPBEA, 2015). The Professional Standards for Educational Leaders provide "guideposts so that educational leaders can assess whether they are practicing what matters most for the learning and well-being of each student" (NPBEA, 2015).

Practicing the Art of Leadership: A Problem-Based Approach to Implementing the Professional Standards for Educational Leaders is designed to support the new approach by providing a compilation of scenarios that incorporate the leadership behaviors informed by the standards. This text is designed to assist prospective school leaders in understanding the standards and developing the skills and attributes needed to put them into practice. The theories and processes that leaders use to meet challenging school situations are included. Theories are connected to practice in a manner that allows the prospective school leader an opportunity to understand how they can be used to resolve problems that confront school leaders. Notably, many of these theories are 30, 40, or 50 years old; however, they are still appropriate. What has changed over time is the process of practice. Standards, competencies, accountability measures, and other societal demands have forced changes in the processes that leaders use with regard to the principles of these theories.

A second, yet crucial, objective is to connect standards, theories, and contemporary literature on school leadership to scenarios. The approach used is significantly different from the traditional case study format, which probes issues that build on one another and need to be resolved. Instead, this text is written in a manner that recognizes that definitive action is extremely critical to the success of school leaders as they function on a day-to-day basis in a setting filled with complex challenges.

USE OF THE TEXT

This text is designed for use in the capstone course of a leadership preparation program. Therefore, the content is written based on the assumption that individuals who utilize it have already developed a basic knowledge of administrative theories and concepts that inform leadership behavior. However, it has been recognized as being beneficial in an introductory or earlier course when used as a supplement to a text that treats the theoretical concepts of leadership in a comprehensive manner. Those who use this text are cautioned that there is no substitute for reflective reasoning. The reader must select a solution to a school challenge based on the interrelationships between the people, the situation, the skills needed, and the environmental forces. An appropriate mix of theory, reflective thinking, and prescription enhances leadership effectiveness.

ACKNOWLEDGMENTS

I hereby gratefully acknowledge the assistance, encouragement, support, and sacrifice shown to me by my wife, Jean, and children, Cynthia, Stephanie, Reginique, and Reginald II.

Obviously, the contents of a work of this nature come from a number of sources. First and foremost, I express appreciation to my leadership students for their reflections, assistance, and support during the many class sessions in which the content and scenarios were refined. Special thanks go to Deanna Stark, who served as research assistant for this edition and made a number of upgrades.

In addition, the comments of the following reviewers were invaluable: Becky Cox, University of Tennessee at Martin; John P. Dugan, Loyola University Chicago; and Felix Simieou III, University of Houston, Clear Lake.



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INTRODUCTION



A NEW APPROACH TO USING SCENARIOS

Practicing the Art of Leadership: A Problem-Based Approach to Implementing the Professional Standards for Educational Leaders (PSEL) is a new approach to problem-based instruction. In reviewing many educational leadership case-based instruction books, you are likely to observe that the authors offer no right answers to the challenges posed in the cases. In fact, in many instances, the authors stress that there are no right answers. Yet, case-based instruction is not hopelessly mired in relativism; there are certain points of view and approaches to issues in administrative practices that are more effective than others (Merseeth, 1997, p. 5). Classroom discussions that simply allow participants to foster opinions appear to be inconsistent with the new direction of school leader preparation. What seems clear is the need to formulate a scenario-based instructional approach that sensitizes the aspiring leader to the problems of practice, rather than simply providing a device to stimulate discussion (Hoy & Tarter, 2007).

Practicing the Art of Leadership uses this method. This scenario-based approach provides suggested responses that are grounded in theory and best practices, as well as providing the prospective leader with an opportunity to move beyond mere reflective discussion by analyzing the suggested responses to the challenges posed in the scenarios. This is a practice that is common in case study textbooks used in the fields of law, business, and medicine. Today, there is increased enthusiasm for use of this pedagogical approach in the field of educational administration. In fact, many institutions of higher education are revising their leadership preparation programs, and some are changing their pedagogical approaches to include scenarios that emphasize theoretical and clinical knowledge, applied research, and supervised practice (Murphy & Hallinger, 1993; Richmon & Allison, 2003; Wilson, 2006; Zintz, 2004). By using such an approach, the prospective school leaders have an opportunity to reflect, examine, compare, and make judgments about well-documented responses. Additionally, they can use standards that inform leader behavior, relate those standards to specific theories, and then transform those theories into practice. Such an approach appears to be warranted given the standards-based instruction advocated by the Professional Standards for Educational Leaders (PSEL).

THE COMPOSITION OF THIS TEXT

This text is specifically designed for use in a capstone course that offers students experiences in which they will reflect on information previously acquired and use that information to solve complex school challenges. It is about people, processes, and outcomes. The scenarios depict behaviors of individuals affiliated with schools; the theoretical principles offer an explanation for those behaviors, and the standards describe the preferred outcome.

This text does not attempt to address all of the functions of a school leader; rather, it addresses five processes and procedures that contemporary literature (Frye, O'Neill, & Bottoms, 2006; Leithwood & Jantzi, 2008; Levine, 2005; Murphy, 2006; Sergiovanni & Green, 2015; Wallace Foundation, 2014) suggests that school leaders must effectively use in fulfilling their roles and responsibilities. The five areas addressed are: (a) leadership; (b) communication; (c) decision making; (d) conflict management; and (e) change.

The theoretical framework of the text is depicted using a circular design, as shown in the illustration that follows. Leadership is found in the center of the inner circle and is surrounded

by three triangles that encompass decision making, change, and conflict management. Adjacent to each triangle are elements of the PSEL, which indicate that a standard of excellence must be achieved addressing each of the elements. Leadership for teaching and learning is presented in the center to indicate that it is the focal point of the school. The three triangles surrounding leadership also identify processes and procedures in which an effective leader must be proficient. Communication appears in an outer circle to indicate that it is the linchpin that connects all areas and provides the lifeblood that generates substance, allowing them to function. The internal field represents the internal environment of the school and the influences of the internal forces. Then, there is the outer circle, which reflects the external environment that influences the school's teaching and learning processes. The content of the chapters follows this theoretical framework, indicating a comprehensive approach to practicing the art of leadership.



The Theoretical Framework

THE SCENARIOS

The scenarios in this text can assist emerging and practicing leaders in acquiring the skills of critical analysis and problem solving as they cover research-based processes and procedures that leaders must effectively use in fulfilling their responsibilities on a daily basis. They are about real-life situations that have occurred in central offices, schools, and classrooms and are constructed to provoke thought and motivate reflection. In essence, they establish a setting in which emerging and practicing school leaders can explore multiple options and enhance their leadership skills by relating theory to practice and identifying the relationship between concepts appearing in the literature and the PSEL.

The standards that are addressed within the context of each chapter are listed at the beginning of the scenarios, and the behaviors they emphasize appear in the scenarios in both negative and positive manners. This process will allow you to consider behaviors that are appropriate, as well as those that are inappropriate. Also, the scenarios and vignettes appearing in the text are

similar to those used by the Educational Testing Service in the School Leader Licensure Assessment (SLLA) program offering you an opportunity to use the text scenarios, vignettes, and multiple-choice questions for practice prior to engaging in that assessment activity.

A STRUCTURAL FRAMEWORK FOR USING THIS TEXT

This text has multiple uses. It is structured in a manner that allows you to utilize it in the context of your entire program. The scenarios are intended to support the presentations made by your professor, as well as serve as a framework for group discussion, reflective questioning, individual problem analysis, and student interaction. You are also given an opportunity to examine your values and beliefs and to formulate or refine your leadership style. The following is a description of an effective approach for using this text:

- Read the chapter introduction.
- Review the professor's presentation.
- Read the scenario.
- Interact in small groups.
- Respond to the reflective questions.
- Participate in a general class discussion.

THE THEORETICAL FOUNDATION

Each chapter begins with a series of learning outcomes, which are followed by content that provides a theoretical foundation designed to inspire critical thinking and enhance your ability to respond to the queries of the learning outcome. This introductory section also places the scenarios into one of the five leadership process areas and assists you in developing an appreciation for the practical application of related concepts and principles. The author does not intend for this section to be comprehensive or to introduce new concepts. Rather, the introductory section establishes a framework and builds a foundation for addressing issues in the scenarios, encouraging the recall of concepts that were given in-depth treatment in class discussions or previous readings.

THE PROFESSOR'S PRESENTATION

Prior to reviewing a scenario in class, your professor will often present information or lead a discussion on the material addressed in the scenario. You *may* use these presentations to revisit theoretical concepts and build a foundation for responding to the challenges posed in the scenario.

READING THE SCENARIO

It is recommended that a scenario be read two or three times. The first reading should be a general one in order to become familiar with the content and the individuals involved. During the second reading, key issues can be identified and a position formulated on how the issues are related to the theoretical principles and the PSEL. Because the standards are quite comprehensive, more than one standard may be referenced in a single chapter or scenario. Throughout this reading, it is advisable to take notes as ideas come to mind. This practice will aid in the recall of key points.

A third reading will allow you to develop a tentative action plan for use in identifying appropriate solutions to the challenges presented in the scenario. You should ask yourself such questions as:

- What should the principal do next?
- What factors should the principal consider before responding?
- What additional information, if any, will the principal need in order to develop an effective response?
- What are some sources the principal can use to acquire additional information?

SMALL-GROUP INTERACTION

After a presentation by your professor (should the professor choose to do so) and a reading of the scenario, you might engage your classmates in a discussion about the behavior of the individuals in the scenario. By participating in a small-group discussion, you will have the opportunity to analyze the scenario using theoretical principles. You can also make behavioral comparisons of the individuals in the scenario with behaviors advocated by the standards. Using this practice allows for reflective responses, an exchange of ideas, and the formulation of positions on the issues. It is suggested that you:

- Think about the scenario from multiple points of view.
- Identify the critical issues in the scenario.
- Determine the knowledge base (the models) necessary for addressing the issues.
- Project a course of action.
- Identify the probable consequences of the chosen course of action.
- Identify the theoretical principles that apply to suggested alternative actions.
- Review the suggested response to each issue.
- Suggest alternative actions to those given in the text.
- Pose reflective questions to members of the group.

After a period of time, each group might make a presentation to the entire class, generating further discussion and analysis. You and your classmates may also elect to extend activities outside of the classroom. Those activities might include:

- Developing a written analysis that incorporates the answers to select questions.
- Relating the questions to an experience that you and your classmates have had in the past several years.
- Relating select questions to elements of school reform.
- Writing a newspaper article on some aspect of the issues.
- Developing a similar scenario.

MOVING INTO PRACTICE

The “Moving into Practice” sections are heavily based on the PSEL and are designed to provoke thoughtful discussions among class members. The reflective questions reveal many philosophical aspects of belief systems and suggest areas that warrant additional attention. Different points of view can be presented and a rationale provided for alternative responses. This type of discussion

yields valuable information of a theoretical nature. The following principles of conversation tend to establish and maintain collegiality as issues are discussed:

- **Engage in conversation.** Conversation is the sharing of ideas and the exchanging of informed opinions. The key to an effective conversation is to share only informed opinions (i.e., positions taken as a result of past reading, writing, personal reflections, experience, or discussion of an issue).
- **Exchange informed opinions.** State your ideas and beliefs while trying to maintain an unbiased view. Be honest and foster open dialogue.
- **Don't argue.** Try to make the people around you feel comfortable.
- **Be a good listener.** Stay focused on the issues.

Suggested Readings

In addition to the theoretical foundation section of each chapter and the instruction that you receive in the classroom, reading the references listed below will provide additional background information on administrative theories, research, and practices. In order to better understand the content issues and address the challenges posed in each scenario, you are encouraged to use these suggested references.

Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership* (11th ed.). San Francisco: Jossey-Bass.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work* (2nd ed.). Bloomington, IN: Solution Tree.

Gibson, J. L., Ivancevich, J. M., & Donnelly, J. H., Jr. (2011). *Organizations: Behavior, structure, and progress* (14th ed.). New York: McGraw-Hill/Irwin.

Green, R. L. (2010). *The four dimensions of principal leadership: A Framework for leading 21st century schools*. Boston: Allyn & Bacon.

Hoy, W. K., & Miskel, C. G. (2012). *Educational administration: Theory, research and practice* (9th ed.). New York: McGraw-Hill.

Owens, R., & Valesky, T. (2014). *Organizational behavior in education: Leadership and school reform* (11th ed.). Boston, MA: Pearson Education.

Sergiovanni, T., & Green, R. (2015). *The principalship: A reflective practice perspective*. Upper Saddle River, NJ: Pearson Education, Inc.



Standards, Competencies, and Accountability Measures

After reading Chapter 1 and completing the prescribed activities, you should be able to:

- Outline a series of activities that illustrate how standards inform the effectiveness of school leaders.
- List the organizations that are providing the leadership for the development of standards that inform effective leadership practices.
- Write a scenario that characterizes the use of each of the Professional Standards for Educational Leaders in a practical school situation.
- Illustrate how Professional Standards can be used to inform leadership behaviors that effectively address problems of practice.
- List the behaviors that school leaders must exhibit in order to effectively lead 21st-century schools.

LEARNING
OUTCOMES

During the past decade, in search of approaches to use in addressing an enormous set of urgent educational challenges, American public education has undergone a number of changes. Researchers, writers, and governmental agencies have launched reform initiatives in the name of No Child Left Behind, Race to the Top, Performance Pay, Charter Schools, Common Core, Teach for America, and the redesign of principal preparation programs, just to name some of the most noted ones. Each of these initiatives in one way or another advocated an approach that school leaders could use to enhance the academic achievement of every student. However, despite major efforts by school leaders who have implemented these initiatives, many students remain classified as underachievers and attend schools that are classified as underperforming. While this situation is of great concern, it becomes heart wrenching when it is revealed that most of the students who attend these schools are minorities. Consequently, the achievement gap between minorities and non-minorities continues to exist, and in some states it has grown wider (Williams, 2011). Therefore, the search for reform initiatives that will effectively address underperforming students who attend America's schools continues. The search continues, primarily because the general public, state educational agencies, and politicians are demanding excellent schools and greater accountability from the individuals who lead them (Davis, Darling-Hammond, LaPointe, & Meyerson, 2007; The Wallace Foundation, 2012).

The latest reform initiative is focused on school leadership, resulting in a push for school leaders to assume the role of “chief learning officers,” accountable for individual student achievement. However, many national organizations argue that school leaders are not equipped to meet the demands of today’s schools. Increasingly, reformers agree that the individuals entrusted with leading today’s schools may be licensed but question whether they are highly capable of practicing the art of leadership in an effective manner (Darling-Hammond, LaPointe, Meyerson, Orr, and Cohen, 2007; Levine, 2005; Wallace Foundation, 2013). As a result of this stance, national standards in the areas of program assessments, instructional accountability, curriculum and instruction, and principal and teacher effectiveness have been designed. These standards are designed with the intent of informing processes and procedures school leaders can use in preparing students to compete in a global economy. Also, new accountability measures for school leaders have been linked to high standards, and new investments to improve the quality of education for all children have been proposed for state departments of education and school districts in almost all states (Council of Chief State School officers, 2008).

One crucial set of standards that focuses on school leadership is the Professional Standards for Educational Leaders (PSEL). Dating back to 1996, a group of educators began a movement that has ended with nearly every state adopting standards that reflect what school leaders need to know and be able to do to meet the needs of every student. While standards are quite distinct, it is debatable that national standards alone will enhance the quality of leadership performance in today’s schools. Nevertheless, they have been set forth and are being used to inform the redesign of college and university leadership preparation programs, renew accreditation of those programs, and grant certification or licensure for prospective school leaders (Professional Standards for Educational Leaders; National Policy Board for Educational Administration, 2015; Wallace Foundation, 2012). In fact, the foundation of the standards movement in the area of school leadership—the national “ISLLC Standards for School Leaders,” introduced to the educational leadership community in 1997—has been updated twice, once in 2008 and again in 2015, with the intent of strengthening and sustaining the standards movement (National Policy Board for Educational Administration, 2015). Therefore, introducing standards to practicing and prospective school leaders and describing how they are being used to inform school leadership behavior remain warranted.

This chapter examines the emergence of standards, competencies, and accountability measures for school leaders and their use in enhancing school leadership effectiveness. It summarizes the rationale for using standards, identifies the organizations proposing and developing them, and presents sets of standards that are informing school leadership behaviors and programs. The chapter also identifies leadership competencies and accountability measures and describes how scenarios and vignettes are being used to transform these criteria into practice. Finally, emerging as well as practicing school leaders can analyze the content of scenarios to assess the extent to which they have mastered the skills and acquired the attributes necessary to lead 21st-century schools.

THE EMERGENCE OF STANDARDS FOR SCHOOL LEADERS

There has been a major shift in thinking about the roles, responsibilities, and accountabilities of school leaders; this shift has caused the emergence of standards. The fundamental principles underlying the standards movement are high expectations for all children and the accountability of individuals who are accepting responsibility for their education (Lashway, 1999; Reeves, 2002; Riley, 2002; Wallace Foundation, 2013). Standards are being used to build an infrastructure to measure school effectiveness and to ensure that the individuals who lead schools have acquired the knowledge, competencies, disposition, and skills necessary to understand existing conditions,

create collaborative environments, and build the capacity to prepare all children to live and work in a social and political democracy.

Holding School Leaders Accountable

Given the challenges of today's schools, the enactment of a number of accountability measures, and the large numbers of academically challenged students, few, if any, individuals would oppose holding schools and their leaders accountable for student success. Researchers have answered the question of what leaders of today's schools need to know and be able to do (Frye, O'Neill, & Bottoms, 2006; Leithwood, Seashore, Anderson, & Wahlstrom, 2004; The Wallace Foundation, 2013). Therefore, in this era of high-stakes testing, it seems reasonable to identify a means of determining if individuals entering the schoolhouse with the charge to lead have mastered the competencies and acquired the knowledge and skills identified as necessary.

One might even consider the moral imperative that is embedded in leadership for 21st-century schools. Reflecting on the moral imperative of leadership, credence is given to diversity and the need to establish a shared vision and an accountability system that ensure fair process and equity in meeting the needs of all children who enter the schoolhouse doors. Using standards, competencies, and accountability measures, leaders can be developed who transform schools into professional learning communities wherein the beliefs, values, and opinions of all stakeholders are respected.

Clearly, leadership is situational, and each individual leader is unique. However, there are practices and behaviors that can be learned and assessed to ensure that leaders effectively practice the art of leadership. Evidence of this assertion can be found in the works of Sergiovanni and Green (2015); Kouzes and Posner (2012); Darling-Hammond et al. (2007); Maxwell (2005); DuFour (2003); and a number of other researchers and writers. However, in practicing the art of leadership, a critical factor identified in the works of the above mentioned researchers and writers is an assessment of human achievement. For the assessment to be conducted fairly and effectively and for the moral imperative to be actualized, standards of performance need to be established and met. For example, a school leader may have a vision for the school, but the questions posed are whether the leader's vision is adequate and whether the approach used to communicate that vision to all stakeholders is appropriate and effective (Sergiovanni and Green, 2015).

If one accepts the premise that establishing clear objective standards that inform effective leader behavior is preferable to the ambiguity that exists without them, then, to ensure effectiveness, the standards must be clearly defined. When standards of leadership behavior are clearly defined—what the school leader should know and be able to do—clear and consistent evaluation criteria can be established. Then, the behavior of prospective and/or practicing school leaders can be compared to standards of excellence that are assessed using objective accountability measures.

THE USE OF STANDARDS AND THE ORGANIZATIONS THAT CREATE THEM

Among the multiple ways that standards are being used, three are of paramount importance. First, standards are being used to inform policy decisions at the state and local levels. Second, many college and university leadership preparation programs are moving from a strict course-based program to a standards-driven program. A study conducted in the Center for Urban School Leadership at the University of Memphis by Green, Fee, and Diaz in 2006 revealed that many states have adopted standards and/or program guides that inform leadership preparation programs in their state and leader behavior in the schoolhouse. The study further revealed that a leadership preparation program falls short if it does not have the requirement of high standards at its core. Finally, standards are

being used to inform the development of assessment instruments for school leaders. These assessment instruments attempt to measure the extent to which the prospective school leader has reached proficiency in a variety of areas. Also, some states are currently using these instruments in their leadership certification or licensure process. For example, in Alabama, standards are used in a threefold manner: (1) to assess the accuracy of administration preparation programs; (2) to grant leadership preparation program approval; and (3) for the continuation of employment, promotion, and salary adjustments.

In Kansas, standards are being used to inform district leadership programs, as well as programs and practices at the school level. Another state, Missouri, has developed a performance-based evaluation system using standards to assess school leaders. Utilizing this system, they define skills that a principal should have, identify professional development needs, and make determinations regarding recertification. In still another state, Tennessee, standards are being used to define effective leadership and empower districts to build a network of exceptional instructional leaders who get results. The Tennessee Instructional Leadership Standards (TILS) identify core performance indicators in the areas of instructional leadership, culture for teachers, professional learning and growth, and resource management. The organization providing the impetus for the development of leadership standards is the National Policy Board for Educational Administration (NPBEA).

The National Policy Board for Educational Administration

The essential questions being addressed by standards are as follows: What does an individual need to know and be able to do in order to be an effective leader of one of today's schools? What type of disposition and what knowledge, skills, and attributes are needed to enable a school leader to perform effectively? To respond to these questions in general and to specifically inform the type of leadership that is required for today's schools, the NPBEA provided the impetus for the development of a set of policy standards that can be used to inform school leadership development programs, as well as the behavior of practitioners in the field. A list of associations holding membership in this organization appears in Table 1.1.

The purpose of the NPBEA is to use the collective action of its member organizations to advance the professional standards of educational administration. Initially, the organization adopted two goals: (1) to develop common and higher standards for the state licensure of principals and (2) to develop a common set of guidelines for the National Council for Accreditation of Teacher Education (NCATE) for advanced programs in educational leadership (NPBEA, 2002).

Table 1.1 National Policy Board for Educational Administration Membership Organizations

American Association of Colleges of Teacher Education (AACTE)
American Association of School Administrators (AASA)
Council for the Accreditation of Educator Preparation (CAEP)
Council of Chief State School Officers (CCSSO)
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
National Council of Professors of Educational Administration (NCPEA)
National School Boards Association (NSBA)
University Council for Educational Administration (UCEA)

Source: A list of NPBEA members, 2014. Retrieved from <http://npbea.org/member.php>.