Old ELCC (2001)	New ELCC (2012)	Knowledge and Skill References
1.1.a. Candidates develop a vision of learning for a school that promotes the success of all students.	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	K: theories relevant to building, articulating, implementing, and stewarding a school vision; S: All
1.1.b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	K: theories relevant to building, articulating, implementing, and stewarding a school vision;
1.2. a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	K: All S: design and support a collaborative process for developing and implementing a school vision; articulate a school vision of learning characterized by a respect for students and their families and community partnerships;
1.2. b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.	K: All S: All
1.2. c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	S: interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.
1.3. a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	K: collaborative school visioning; S: design and support a collaborative process for developing and implementing a school vision;

1.3. b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	S: develop a comprehensive plan for communicating the school vision to appropriate school constituencies;
1.4. a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.	ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	S: develop a comprehensive plan for communicating the school vision to appropriate school constituencies;
1.4. b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.	ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.	K: the design and use of assessment data for learning; S: develop and use evidence-centered research strategies and strategic planning processes; K: continual and sustained improvement models and processes; S: identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement;
1.4. c. Candidates assume stewardship of the vision through various methods.	ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	K: theories relevant to building, articulating, implementing, and stewarding a school vision; S: formulate plans to steward school vision statements.
1.5. a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.	ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	S: interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.
1.5. b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.	S: interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.
2.1. a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g.,	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a	K: school culture and ways it can be influenced to ensure student success. S: incorporate cultural competence in

population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	personalized learning environment with high expectations for students.	development of programs, curriculum, and instructional practices; promote trust, equity, fairness, and respect among students, parents, and school staff.
2.2. a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	S: monitor school programs and activities to ensure personalized learning opportunities; recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; facilitate the use of appropriate content based learning materials and learning strategies;
2.2. b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	K: All S: All
2.2. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.	K: All S: All
2.3. a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	K: All S: All
2.3. b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	K: theories on human development behavior, personalized learning environment, and motivation;
2.3. c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	S: use evidence-centered research in making curricular and instructional decisions;
2.4. a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	K: role of professional learning in continual and sustainable school improvement. S: design a comprehensive, building-level professional development program.
2.4. b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form	ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 2.3: Candidates understand and can develop	K: role of professional learning in continual and sustainable school improvement. S: design a comprehensive, building-level

comprehensive professional growth plans with teachers and other school personnel.	and supervise the instructional and leadership capacity of school staff.	professional development program.
2.4. c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.	ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement. ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	K: role of professional learning in continual and sustainable school improvement. S: design a comprehensive, building-level professional development program.
3.1. a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.	ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	3.2 K: All S: All 3.5 K: All S: All
3.1. b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.	ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.	K: All S: All
3.1. c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.	3.2 K: All S: All 3.5 K: All S: All
3.2. a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.	ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	K: All S: All
3.2. b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.		
3.2. c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient	ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	K: school management of organizational, operational, and legal resources; S: develop school operational policies and

facilities.		procedures;
3.3. a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.	ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	K: All S: All
3.3.b. Candidates creatively seek new resources to facilitate learning.	ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	K: alignment of resources to building priorities and forecasting resource requirements for the school; S: analyze a school's budget and resources
3.3. c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.	ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	K: technology and management systems S: use technology to manage school operational systems.
4.1. a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.	ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	K: All S: All
4.1. b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.	ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	K: All S: All
4.1. c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	K: All S: All
4.1. d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decisionmaking, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.	ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.	K: All S: All
4.1. e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.	ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	K: All S: All

4.1. f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.	ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	K: All S: All
4.1. g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.	ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	K: All S: All
4.1. h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.	ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	K: All S: All
4.2. a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	K: All S: All
4.2. b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.	ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	S: Conducts needs assessments of families and caregivers
4.2. c. Candidates provide leadership to programs serving students with special and exceptional needs.	ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.	K: All S: All
4.2. d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.	K: All S: All
4.3. a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	K: All S: All
4.3. b. Candidates demonstrate how to use school	ELCC 4.4: Candidates understand and can respond to	K: collaboration methods to develop and

resources and social service agencies to serve the community.	community interests and needs by building and sustaining productive school relationships with community partners.	sustain productive relationships with community partners. S: involve community partners in the decision-making processes at the school;
4.3. c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.		
5.1. a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	K: All S: act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success
5.2. a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.	5.1 S: create an infrastructure that helps to monitor and ensure equitable practices. 5.3 K: All S: All 5.5 K: All S: All
5.3. a. Candidates make and explain decisions based upon ethical and legal principles.	ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that	5.2 K: All S: All 5.3 K: All S: All 5.4 K: All S: All 5.5 K: S: review and critique school policies, programs, and practices to ensure that

	individual student needs inform all aspects of schooling.	student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school;
6.1. a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.		
6.1. b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.		
6.1. c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.	6.1 K: the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning. S: advocate based on an analysis of the complex causes of poverty and other disadvantages;
6.1. d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.	K: policies, laws, and regulations enacted by state, local, and federal authorities that affect schools; S: analyze how law and policy is applied consistently, fairly and ethically within the school;
6.1. e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.		
6.1. f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.		
6.1. g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.		
6.1. h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.		

6.2. a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	K: All S: All
6.3. a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.		
6.3. b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	K: All S: All
6.3. c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	K: All S: All
7.1. a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.	ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.	
7.1. b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.	ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.	
7.2. a. Candidates participate in planned intern activities during the entire course of the program,	ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month,	

including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.	
7.3. a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.		
7.3. b. Experiences are designed to accommodate candidates' individual needs.		
7.4. a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.		
7.4. b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.		
7.5. a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.	ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.	
7.5. b. Mentors are provided training to guide the candidate during the intern experience.	ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.	
7.6. a. Candidates earn graduate credit for their intern experience.		