

Applying high standards to principal learning

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Conducting a self-assessment of leadership practices

Purpose	Help individual principals self-assess their leadership practices as aligned to the Professional Standards for Educational Leaders (PSEL). The instrument is intended to support individual growth and reflection; it is not intended to be used for evaluative purposes.
Recommended time	Time will vary depending on the individual. At least one hour should be set aside for this exercise.
Materials	<p>Tool 7.1</p> <ul style="list-style-type: none"> Professional Standards for Educational Leaders Rubric developed by Maryland State Department of Education and Community Training and Assistance Center , pages 3–15 Observations Note-taking Guide, page 16 Learning Plan Framework, page 17
Process	<ol style="list-style-type: none"> 1. Read the rubric, pages 3–5. This provides an overview of the rubric’s design and the “definitions of effectiveness” descriptions. 2. Begin with page 6, Standard 1: Mission, Vision, and Core Values, and rate yourself on the scale from ineffective to highly effective. 3. On the Observations Note-taking Guide, page 16, record areas where additional professional learning could strengthen practice. 4. Develop an individual learning plan using the Learning Plan Framework, page 17, based on the results of the self-assessment.

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric

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PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

OVERVIEW

In February 2005, Maryland responded to the need for an increased focus on instructional leadership by developing and adopting the Maryland Instructional Leadership Framework. In 2008, the Interstate School Leaders Licensure Consortium (ISLLC) Standards were released. Since that time, the Maryland Instructional Leadership Framework and ISLLC standards have been used extensively as a means for validating principal preparation and licensure in Maryland. In 2012, The Maryland State Board of Education adopted regulations for teacher and principal evaluations. The Maryland Instructional Leadership Framework and ISLLC Standards created the foundation for evaluating the professional practice of principals.

In 2015, the Professional Standards for Educational Leaders (PSEL) was released. The Maryland State Department of Education participated on the PSEL's Workgroup for Completing the Standards. The PSEL maintains the priority of instructional leadership while elevating the focus to the overall success and well-being of each student. In February 2017, the Maryland State Board of Education adopted the PSEL. These standards replace the Maryland Instructional Leadership Framework and ISLLC Standards to guide administrator preparation, licensure, and evaluation in Maryland.

RUBRIC DEVELOPMENT

The PSEL defines the practice of an effective leader. There are ten interdependent standards in the PSEL which reflect leadership work that research and practice suggest is essential to student success. The Maryland PSEL rubric builds off of the practices identified for an effective leader in the PSEL document by expanding the definition to include practices of highly effective, developing, and ineffective administrators. MSDE collaborated with the Community Training and Assistance Center (CTAC), educational leaders from Maryland school systems, and administrator preparation faculty from Maryland institutions of higher education to develop the rubric.

In January 2018, the draft rubric was shared with 78 principal supervisors representing 22 school systems. Principal supervisors provided feedback to inform revisions to the rubric. In February 2018, the revised rubric was shared with the Maryland Association of Elementary School Principals and the Maryland Association of Secondary School Principals. In June 2018, the rubric was shared with the Maryland Parent Teacher Association. Feedback from these organizations was used to inform revisions to the rubric. From April-June 2018, the rubric was posted for public feedback before making the final revisions. Over 200 people representing teachers, principals, assistant principals, and parents provided input through the online survey. Survey comments were reviewed and used to inform revisions to the rubric. Ultimately, the rubric is grounded in the empirical research that was used to develop the PSEL and enhanced by stakeholders to address the unique needs of Maryland school leaders.

The rubric is a resource to inform professional learning experiences for school-based administrators that will elevate their professional practice by identifying areas of promise and opportunities for growth within in each standard. The rubric provides a common language and clear expectations of a highly effective, effective, developing, and ineffective school leader. It should be noted that the rubric does not encompass the totality of actions that may be observed within each of the four tiers. The rubric is designed to establish a common foundation that school system leaders may build upon to inform the evaluation of principals.

PSEL RUBRIC STRUCTURE

The rubric conveys how each standard manifests across four levels of practice: highly effective, effective, developing, and ineffective. The effective level presents bulleted practices aligned to one or more PSEL elements which are referenced by letter. For example, PSEL Standard 1: *Mission*,

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Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Vision, and Core Values elements a-g align with the bulleted effective column in the rubric. Each of these bulleted practices at the “effective” level is then reflected horizontally at the *highly effective, developing, and ineffective* levels.

Example: Maryland PSEL Rubric Standard 1: Mission, Vision, and Core Values

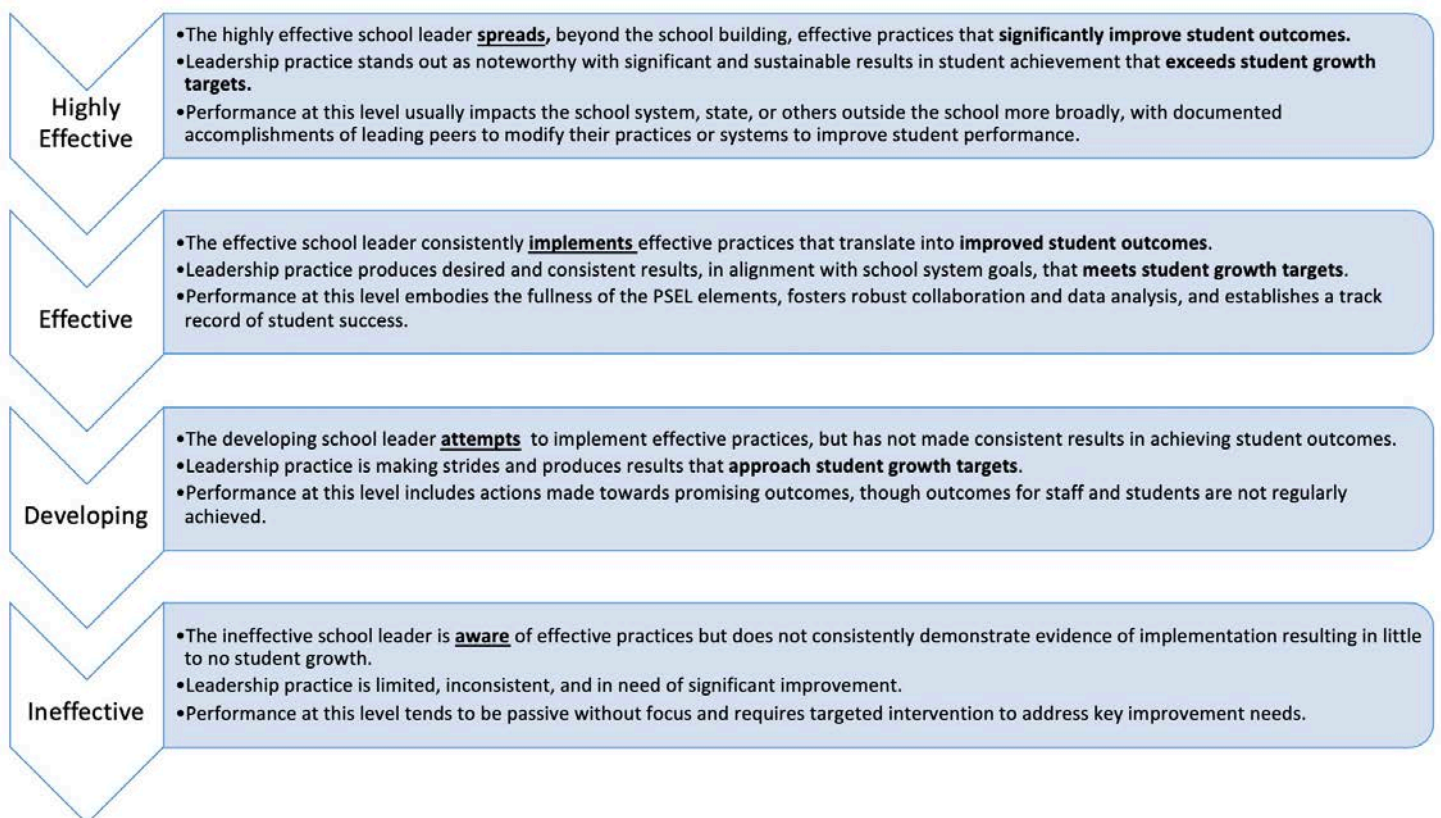
	An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Descriptors show horizontal alignment across three levels of practice.</p>	<p>Inconsistently...</p> <ul style="list-style-type: none"> Develops and communicates the school’s vision, mission, and core values. (a, b) Uses data to inform continuous improvement that promotes the success of each student. (b, c, e) Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f) Evaluates actions to achieve the school’s vision. (d) 	<ul style="list-style-type: none"> Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b) Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f) Identifies a set of core values that recognizes the importance of student-centered education. (c, f) Initiates continuous improvement efforts. (c, d) Uses data to inform school actions that promote student success in alignment with school’s vision, mission, or core values. (d, e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system’s mission and vision. (a, f) Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b) Articulates and advocates a core set of values that defines the school’s culture and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and adapt the school mission, vision, and/or values as needed. (d, e) Models and pursues the school’s mission, vision, and core values in all aspects of leadership. (g) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school’s vision, mission, and core values. Aligns partnerships (e.g. community organizations, vendors) to support implementation of vision, mission, and core values.
		<p>Aligns with PSEL Standard 1: <i>Mission, Vision, and Core Values</i> indicator (c).</p>		<p>Represents all of the effective tier with additional descriptors of practice.</p>

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

DEFINITIONS OF EFFECTIVENESS



Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 1: Mission, Vision, and Core Values

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <ul style="list-style-type: none"> Develops and communicates the school’s vision, mission, and core values. (a, b) Uses data to inform continuous improvement that promotes the success of each student. (b, c, e) Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f) Evaluates actions to achieve the school’s vision. (d) 	<ul style="list-style-type: none"> Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b) Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f) Identifies a set of core values that recognizes the importance of student-centered education. (c, f) Initiates continuous improvement efforts. (c, d) Uses data to inform school actions that promote student success in alignment with school’s vision, mission, or core values.(d, e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system’s mission, vision and well-being of all student groups. (a, f) Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b) Articulates and advocates a core set of values that defines the school’s culture, vision and mission and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed. (d, e) Models and pursues the school’s mission, vision, and core values in all aspects of leadership. (g) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school’s vision, mission, and core values. Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values.

Student groups include but are not limited to economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; English learners; and gifted and talented students.

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 2: Ethics and Professional Norms

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <ul style="list-style-type: none"> Applies local, state, and federal laws, regulations, and policies. (a, b) Communicates expectations of professional norms and ethical practices to school staff. (f) Applies professional norms and ethical practices. (b, c, d) Demonstrates understanding of school demographics including student and staff backgrounds and culture. (e) 	<ul style="list-style-type: none"> Implements local, state, and federal laws, regulations, and policies. (a) Communicates responsibilities and expectations for ethical behavior and professional norms to school staff. (d, f) Implements professional norms to promote a collaborative work culture. (f) Demonstrates understanding of student and staff backgrounds and culture. (e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Makes the well-being of students the fundamental value in all decision making and actions¹. (a, c) Places students at the center of education and accepts responsibility for each student’s academic success and well-being. (c) Fulfills all professional duties with honesty, transparency and integrity¹. (b) Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. (a) Promotes ethical and professional behavior among faculty and staff aligned with the school system’s code of conduct and professional norms. (f) Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff. (d, f). Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of all students, staff backgrounds, social-emotional well-being, disabilities and cultures. (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Informs the development or revision of school system and/or state policies focused on ethics or professional norms. Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators.

¹ Retrieved from National Association of Elementary School Principals’ Code of Conduct: <http://www.naesp.org/sites/default/files/CodeofEthicsWeb.pdf>

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 3: Equity and Cultural Responsiveness

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <p>Demonstrates equitable and culturally responsive² practices. (h)</p> <p>Provides student access to learning experiences that promote equity³ and culturally responsiveness². (a, b)</p> <p>Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate. (c, f)</p> <p>Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. (g, h)</p>	<p>Communicates equity³ and cultural responsiveness² as a priority. (h)</p> <p>Demonstrates understanding of data related to equity³ such as school climate, educator effectiveness, course enrollment, and student achievement. (a, b)</p> <p>Uses data to identify achievement gaps among student groups. (c, f)</p> <p>Identifies institutional and school biases. (e)</p> <p>Improves student policies based on his/her perspective. (d)</p> <p>Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h)</p>	<p>...reaches the “developing” level and...</p> <p>Implements and expects equity and cultural responsiveness² initiatives. (h)</p> <p>Collaboratively establishes specific and measurable goals for equity³ that are informed by data and are in alignment with student needs. (a, b)</p> <p>Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e)</p> <p>Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. (c, f)</p> <p>Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness² and equitable practices. (c, e)</p> <p>Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f)</p> <p>Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g)</p> <p>Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c)</p> <p>Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. (d)</p>	<p>...reaches and maintains the “effective” level and...</p> <p>Informs school system, state or, professional organizations on matters related to equity³ and/or cultural responsiveness².</p> <p>Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices.</p>

² Cultural responsiveness: Refers to a disposition of valuing the cultures and contexts of others as an asset to learning, (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

³ Equity: All student groups (e.g. Race, sexual orientation, learning disability) have full access to educational opportunities. (https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 4: Curriculum, Instruction, and Assessment

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d) Requires teachers to collaborate within grade levels and/or disciplines. (a, b) Reviews student data to monitor student progress. (g) Uses assessments to inform instruction. (f) Implements curriculum in alignment with school system requirements. (b) Provides technology for student learning. (e) 	<ul style="list-style-type: none"> Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d) Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines. (a, b) Reviews data to monitor student progress. (g) Implements assessments in alignment with school system and state requirements. (f) Implements curriculum in alignment with school system requirements. (b) Promotes appropriate technology use in and out of the classroom. (e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. (a) Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and evidence based instructional practices aligned to an integrated tiered system of supports that meet the diverse needs of student learners. (c, d) Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment. (a, b) Implements a formative assessment process to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes (e.g. growth targets). (f, g) Leads school educators on effective practices that are evidence based to improve instruction (e.g. differentiation, universal design, personalized learning, and specialized instruction). (a, c, d) Works collaboratively with teachers to collect and share data in an understandable way to monitor and inform improvements in instructional practices for all student groups. (c) Establishes expectations and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity). (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Informs curriculum, instruction, assessment practices, or professional learning experiences for the school system, state, or professional organizations. Serves as a mentor or coach to other school leaders. Demonstrates sustained high levels of student academic growth and achievement in alignment with school system and state requirements.

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 5: Community of Care and Support for Students

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <ul style="list-style-type: none"> Reviews school data. (e) Adheres to school system policies regarding safety and security. (a, c) Demonstrates mutual respect and trust in working with students, teachers, and/or stakeholder groups (e.g. parents, community members) (d). Demonstrates an understanding of students' cultures and languages. (f) 	<ul style="list-style-type: none"> Reviews school data (e.g. school climate, suspension, attendance). (e) Implements academic and socio-emotional resources provided by the school system. (c) Shares student handbook in compliance with school system requirements. (a, e) Implements school security and safety procedures (e.g. visitor sign-in, emergency preparedness drills) in alignment with school system requirements. (a, e) Demonstrates an understanding of students' cultures and languages. (f) 	<p>...reaches the "developing" level and...</p> <ul style="list-style-type: none"> Collaboratively establishes a continuum of academic and socio-emotional supports, informed by data, to address the needs and range of learners of each student group (e.g. ensuring that students with disabilities and English language learners have opportunities to learn with their non-disabled and English proficient peers). (c) Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate effectiveness of academic and socio-emotional supports to students. (c) Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student. (b, d) Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies. (a, e) Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system's policies. (e) Infuses the school environment with students' cultures and languages. (f) Communicates directly with students celebrating success and affirming student value. (b, d) Establishes trusting relationships with school staff and community members. (f) 	<p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> Informs the development or revisions of policies, resources, or practices that relate to school culture and climate at the school system or state level. Facilitates professional learning experiences on school culture and climate for the school system, state, or professional organizations. Provides a platform for various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 6: Professional Capacity of School Personnel

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <ul style="list-style-type: none"> • Demonstrates effective hiring practices. (a) • Conducts evaluation of assistant principals and teachers. (d, e, f) • Provides feedback to assistant principals and teachers that inform improvement to their professional practice. (e) • Participates in professional learning opportunities to enhance professional practice of self. (i) 	<ul style="list-style-type: none"> • Conducts hiring processes in accordance with school system practices. (a) • Responds to staff turnover as it occurs. (b, g) • Provides data-informed professional learning experiences. (c, d, h) • Conducts evaluation of teachers in accordance with school system policies. (d, e, f) • Identifies and participates in professional learning opportunities to enhance professional practice of self. (i) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> • Develops explicit criteria to recruit, hire, support, develop, and retain staff in alignment with school needs. (a) • Establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. (d, e, f) • Creates, implements and evaluates plan for staff turnover and succession. (b, g) • Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs (e.g. provides high quality professional learning experiences with follow up coaching). (b, g) • Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning, and work life balance of faculty and staff. (c, d, h) • Communicates feedback to assistant principals, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice. (d, e,) • Collaboratively develops and uses data to inform a plan to foster professional growth of self. (i) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Informs professional learning experiences at the school system or state level to build the capacity of school personnel. • Advances the professional growth of assistant principals and teachers as evidenced by evaluation records, student academic performance, and promotion to leadership positions. • Provides evidence of assistant principals, teacher leaders, or other staff facilitating effective professional learning experiences to inform the professional practice of other educators within the school system, state, and/or professional organizations.

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 7: Professional Community for Teachers and Staff

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> Provides professional learning experiences to staff. (e, f, g) Includes staff input to inform school decisions. (b) Reviews staff perception data. (c) 	<ul style="list-style-type: none"> Adheres to the professional learning processes of the school system. (e, f, g) Provides professional learning experiences for staff. (e, f, g) Creates a school leadership team that works in isolation with limited input from other staff members. (b, h) Reviews staff perception data. (c) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being. (a, b) Analyzes data on staff perceptions of school practices and procedures to identify areas of sustainability and growth. (c) Distributes leadership opportunities to staff for the purpose of advancing student learning and socio-emotional well-being. (b, c, h) Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning. (c, e, f, g) Provides explicit structures for staff to reflect on and strategize for student and school-wide progress that all staff is responsible for. (c, d) Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice. (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals. Implements one or more faculty-initiated improvement efforts successfully. Demonstrates evidence of assistant principals, teachers, counselors, and/or other staff members actively participating and contributing to professional organizations and/or communities of practice in alignment with school goals.

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 8: Meaningful Engagement of Families and Community

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently.....</p> <ul style="list-style-type: none"> Communicates with families and community members. (c) Partners with families and community members to address school needs. (b, e, f, g, j) Participates in community events. (d) 	<ul style="list-style-type: none"> Creates limited partnerships to support school goals. (b, e, f, g, j) Communicates to families and community members. (c) Participates in community events. (d) Communicates to staff the need for engaging families but does not hold staff accountable for engagement. (c) Provides the school as a resource for families and the community. (g) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Establishes a network of partners and community resources to promote student achievement and family and community well-being. (b, e, f, g, j) Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being (e.g. working with families of students with disabilities to be able to fully communicate the student’s needs to teachers and appropriate staff). (a, b) Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs. (c) Holds self and staff accountable for regularly engaging with families and community members to support student learning. (e, f) Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school. (d) Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning. (b, e, f, g, j). Builds and sustains productive partnerships to promote school improvement and student learning. (j). Advocates publically on behalf of the school system for the need for family and community support of schools (h, i) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Demonstrates sustained partnerships with positive results on student achievement. Provides support to other school leaders in the school system, state, and/or professional organizations on how to engage families and community members. Establishes partnerships that positively affect the school system.

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 9: Operations and Management

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <ul style="list-style-type: none"> Manages resources. (a, c) Demonstrates fiscal responsibility. (d) Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i) Resolves conflicts. (k) Implements technological solutions for operational management. (f, g) Communicates with colleagues or central office staff. (l, j) 	<ul style="list-style-type: none"> Manages resources to meet staff and student needs. (a, c) Demonstrates fiscal responsibility. (d) Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i) Applies technology to support school operations. (f, g) Implements conflict resolution strategies. (k) Communicates with central office staff and colleges within the school system. (i, j) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Advocates for and seeks to acquire resources that meet the needs of staff and students. (c) Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school’s vision, mission, and core values (e.g. ensuring that all student groups’ academic needs are being met). (a, c) Assigns and schedules staff to roles and responsibilities that optimizes their professional capacity to address the learning needs of students (e.g. school schedule is created with all student groups in mind, meeting accommodation needs for students with disabilities). (b) Protects student learning time and teacher professional learning time from disruptions. (e) Establishes systems and processes for fair and equitable conflict resolution. (k) Demonstrates ethical and responsible budgeting and accounting practices. (d) Employs technology to improve operational efficiency which includes but is not limited to data and communication systems that monitor and improve school outcomes. (f, g) Builds school community understanding of school, local, state, and federal policies to promote student success (e.g. feeder patterns). (h, i) Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. (l, j) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Demonstrates sustained improved operational efficiencies resulting from strategic implementation of targeted strategies. Improves teaching and learning outcomes resulting from implementation of targeted operational and management strategies. Provides professional learning experiences to other leaders in the school system, state, and/or professional organizations that focus on effective operations and management.

Conducting a self-assessment of leadership, continued

Professional Standards for Educational Leaders Rubric, continued

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Standard 10: School Improvement

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> • Uses research to inform school improvement strategies. (d, f, g) • Implements a school improvement plan. (b, d) • Reviews data to monitor school improvement progress. (b, d, g) • Communicates with stakeholders. (c, d, i) 	<ul style="list-style-type: none"> • Uses data to inform school improvement. (g) • Applies research to inform improvement strategies. (d, f, g) • Creates and implements a school improvement plan. (b, d) • Informs stakeholders of school improvement goals. (d, g) • Establishes coherence across initiatives in support of school improvement goals. (h, i) • Reviews data to monitor school improvement progress. (b, d, g) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> • Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). (c, d, i) • Establishes high expectations for student achievement (e.g. all student groups’ needs are identified and met). (c) • Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school’s mission, vision, and core values. (b, d) • Collaborates with stakeholders throughout the cycle of continuous improvement. (d) • Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. (c, i) • Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. (a) • Establishes and implements a process to diagnose and respond to student learning needs. (b) • Uses data to prioritize needs and identify evidence-based strategies to address identified needs. (d, g) • Unifies improvement strategies and resources to align with identified needs. (h, i) • Establishes and implements a system to monitor progress towards meeting identified improvement goals. (c, d) • Adjusts improvement strategies as necessary to meet established improvement goals. (d, e) • Provides opportunities for staff or stakeholders to lead improvement initiatives. (f, j) • Demonstrates significant gains in student achievement. (a) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Demonstrates significant and sustained gains in school improvement. • Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement. • Serves as a mentor or coach to school leaders.

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Conducting a self-assessment of leadership, continued

Learning Plan Framework

My professional learning plan
The area(s) in which I want to focus this year:
My goals are:
My vision is:
My learning priorities:
My learning strategies:

Assessing quality of professional learning

Purpose	Gather information on the quality and level of implementation of the Standards for Professional Learning in your school.
Recommended time	One to two hours
Materials	<p>Tool 7.2</p> <ul style="list-style-type: none"> Standards for Professional Learning overview, page 19 with details online at: https://learningforward.org/standards-for-professional-learning/ Standards for Professional Learning Self-assessment, page 20 Standards Planning Framework, page 21
Process	<ol style="list-style-type: none"> Review the Standards for Professional Learning. Read the overview online or on page 19, and then the individual pages for each standard at https://learningforward.org/standards-for-professional-learning/ Complete the Standards for Professional Learning Self-assessment (see page 20), consider the content for each standard and take notes of the evidence that informed your rating. Determine which standards are strongest and weakest and use the Standards Planning Framework (see page 21) to develop a plan to advance or strengthen implementation. Repeat the process with the school leadership team or the entire faculty to determine if there is agreement with the principal assessment.

Assessing quality of professional learning, continued

Standards for Professional Learning overview

<https://learningforward.org/standards-for-professional-learning/>

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement.

Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Assessing quality of professional learning, continued

Standards for Professional Learning Self-assessment

Professional learning that increases educator effectiveness and results for all students	1 (low)	2	3	4	5 (high)	Evidence
<p>Learning Communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>						
<p>Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>						
<p>Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning.</p>						
<p>Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>						
<p>Learning Designs: Integrates theories, research, and models of human learning to achieve its intended outcomes.</p>						
<p>Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change.</p>						
<p>Outcomes: Aligns its outcomes with educator performance and student curriculum standards.</p>						

Assessing quality of professional learning, continued

Standards Planning Framework

Strengths:
Areas for Attention:
Implications for principal, leadership team, entire faculty:
Actions to activate strengths:
Actions to address areas for attention:

Mapping standards and building coherence

Purpose	The activities of this tool are designed to be conducted by the principal individually or with other principals or colleagues.
Recommended time	Times will vary depending on group size and discussion.
Materials	<p>Tool 7.3</p> <ul style="list-style-type: none"> • Worksheet: List of Standards Informing or Influencing Work of the Principal, page 23 • Professional Standards for Educational Leaders (https://ccsso.org/sites/default/files/2017-10/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf) • Standards Coherence Map, page 24 • Standards Coherence Reflection, page 25
Process	<ol style="list-style-type: none"> 1. Use the Worksheet on page 23 to complete a list of standards that inform or influence the work of the principal. 2. Seek out and list other standards and resources aligned to the various PSEL indicators. (Several examples are shown in the map on page 24.) 3. Use the Standards Coherence Reflection document on page 25 to guide further reflection and consideration of how to integrate standards into the work of the principal.

Mapping standards and building coherence, continued

Worksheet: Professional Standards Informing or Influencing Work of the Principal

Work of the principal	Standards
1. Prioritizing learning Sample: Standards for Professional Learning: Learning Designs	a.
	b.
	c.
	d.
2. Focusing on curriculum Sample: Professional Standards for Educational Leadership (PSEL): Standard 4 Curriculum, Instruction, Assessment	a.
	b.
	c.
	d.
3. Managing change	a.
	b.
	c.
	d.
4. Designing learning	a.
	b.
	c.
	d.
5. Maximizing resources	a.
	b.
	c.
	d.
6. Leveraging feedback and coaching	a.
	b.
	c.
	d.
7. Applying high standards to principal learning	a.
	b.
	c.
	d.
8. Partnering with central offices to support principals	a.
	b.
	c.
	d.

Mapping standards and building coherence, continued

Standards Coherence Map

Standard	Other standards or resources aligned to indicators
<p>Standard 1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p>	
<p>Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</p>	<p>Sample: <i>National Association of Elementary School Principals – Code of Ethics aligns to all indicators</i></p>
<p>Standards 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</p>	
<p>Standard 4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</p>	<p>Sample: <i>National Council of Teachers of Mathematics Principles and Standards for School Mathematics align to all indicators</i></p>
<p>Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p>	
<p>Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</p>	
<p>Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</p>	<p>Sample: <i>Standards for Professional Learning and their aligned support indicators a, b, c, d, e, f, and g.</i></p>
<p>Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</p>	
<p>Standard 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</p>	
<p>Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</p>	

Mapping standards and building coherence, continued

Standards Coherence Reflection

What are overall impressions from this exercise?

Of the standards and resources explored, which are most useful?

About which standards or resources do I seek to learn more?

What are implications of this exercise for the work of the principal?